

Academies Assessment Protocol 2013-2016

ACADEMIES ASSESSMENT PROTOCOL

Long-term Institutional Outcomes

- Increased graduation rates
- Increased retention rates
- Increased student satisfaction

NOTE: In addition to the Academies-specific data described below, evaluation of these long-term outcomes will include College-wide data from CUNY PMP reports and student experience surveys such as Noel-Levitz.

First-Semester Student Experience

ACADEMIES STRATEGIC PLAN GOALS

- Create a culture of completion and transfer for students
- Increase the communication levels between Academic Affairs and Student Affairs

Student Learning Outcomes

- Increased knowledge of college
- Increased connectivity to QCC
- Increased connectivity to their academy

Assessment Methodology

- Student survey

Status/Timeline

New protocol has been approved.

Student Support Network

(PI's Margot Edlin and Elisabeth Lackner)

ACADEMIES STRATEGIC PLAN GOALS

- Create a culture of completion and transfer for students
- Increase the communication levels between Academic Affairs and Student Affairs

Student Learning Outcomes

- Increased student performance
- Increased student completion rates
- Decreased number of WUs

Assessment Methodology

- Assessment tools include: student and faculty surveys, IRDB data, Early Alert and Starfish reports, and focus groups
- Using quantitative and qualitative evaluation methods
- Will address the following research questions:
 1. *Is the system effectively directing students with needs to the right resources?*
 2. *Does communication flow clearly between faculty, support personnel, and students and address both needs and follow-up actions?*
 3. *Do interventions help student performance in the course?*
 4. *Do interventions reduce unofficial withdrawal rates?*
 5. *Do interventions improve long term academic success and institutional effectiveness?*
 6. *Should the SSN be modified and can it be expanded effectively?*

Status/Timeline

The assessment of the SSN received IRB approval in April 2013. It is funded through a CUNY-SSRP grant, as well as a grant from the Bill Gates Foundation.

High Impact Practices

ACADEMIES STRATEGIC PLAN GOALS

- High impact practices will become a common or standard practice that many faculty use in the classroom and will be regularly assessed
- Increased levels of communication between Academic Affairs and Student Affairs will ensure increased student participation in HIPs.

NOTE: Learning Outcomes for all HIPs were developed during Fall 2013; these will be refined, early Spring 2014, along with measures for each outcome.

1. Joint High Impact Assessment (PI – Victor Fichera and Elisabeth Lackner)

12/09/13

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Student Learning Outcomes

- Increased performance in classes
- Increase engagement with College
- Increased communication and learning skills
- (will vary depending on HI)

Assessment Methodology

- Student survey to target specific High Impact Practices
- Review IRDB database to correlate HIP participation with Institutional Outcomes

Status/Timeline

New protocol has been approved.

2. Academic Service Learning

(Program Coordinators - Josephine Pantaleo, Arlene Kemmerer, Sharon Ellerton, Christine DiMeo, and Mary Bandziukas)

Student Learning Outcomes

- Integrate academic-learning in this course with real life experiences in this project
- Identify the community need and generate possible actions to address it
- Demonstrate a realistic understanding of the daily commitment and responsibilities needed to work with others
- Articulate at least two different perspectives on the community issue their project addressed (Note: This is a measure of the first outcome)

Assessment Methodology

- Post only survey
- Some courses assessed for content knowledge
- Assessment is also done under other efforts (Perkins, AACU, CETL grants)

Status/Timeline

Protocol approved by IRB.

3. Writing Intensive (Program Coordinators – Megan Elias, Jean Murley, and Jeff Jankowski)

Student Learning Outcomes

- Recognize and use writing as tool for learning
- Develop the habit of using writing to come to understand a disciplinary concept or practice and refine that understanding over time
- Realize that successful academic writing is a process that requires revision
- Demonstrate substantive revision and objective evaluation of their own writing

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

4. Learning Communities (Program Coordinators – Elise Denbo, Zivah Perel, and Susan Madera)

Student Learning Outcomes

- Identify conceptual similarities and differences between the ways each discipline in the LC researches and investigates topics under study
- Evaluate information from the different disciplines in the LC and integrate it into a broader concept
- Communicate knowledge between the different LC disciplines using disciplinary appropriate language
- Develop a strong connection to other students and to their professors within the LC

Assessment Methodology (proposed)

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

5. Collaborative Assignments and Projects (SWIG Program Coordinators - Trikartikaningsih Byas and Jean Amaral)

12/09/13

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Student Learning Outcomes

- Use available technologies to collaborate asynchronously to complete tasks
- Apply key words and concepts of the primary course discipline while acknowledging the perspective of the collaborating course discipline
- Provide thoughtful, effective, and timely feedback to others and assess others' feedback to them
- Produce meaningful visual and/or textual commentary about the other students' work
- Evaluate the quality of an argument or evidence
- Articulate how they contribute to and learn from the interdisciplinary collaboration

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

6. Common Intellectual Experiences (Common Read and Academy Specific Courses)

6a. Common Read (Program Coordinator – Susan Madera)

Student Learning Outcomes

- Integrate ideas from a variety of sources and apply them to the chosen Common Read text
- Participate in events that introduce them to multiple disciplinary perspectives
- Via co-curricular events, critically engage socially and academically in topics beyond their routine course objectives
- Produce meaningful visual and/or textual commentary about the other students' work

6b. Academy-specific courses (Program Coordinator – Susan Madera)

Student Learning Outcomes

- Have an increased opportunity to engage with other students in core courses within their major
- Make connections between a required core general education course and their major
- Have an opportunity to critically engage in topics beyond their typical core course objectives

Assessment Methodology

Plan to be developed

Timeline/Status

Plan to be developed in spring 2014

7. Diversity and Global Learning (Program Coordinator – Meg Tarafdar)

Student Learning Outcomes

- Identify the key elements of a global issue and analyze that issue from multiple perspectives
- Apply varying approaches, values or ethical principles to respond to a global question, dilemma, or problem, and describe alternative outcomes
- Articulate an informed stance on a global issue either verbally or through writing
- Demonstrate an understanding of global interdependence between one or more communities
- Identify how position/grounding shapes one's perception of a complex global issue

Assessment Methodology

- Faculty development plan due by the beginning of the spring 2014 semester (1/27/14)
- Assessment plan will be developed by Spring Break (4/14/14)

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

8. Undergraduate Research (Program Coordinator – Cheryl Bluestone F13, Mercedes Franco S14)

Student Learning Outcomes

- Follow protocol in order to gather appropriate data, evaluate, and analyze data accurately to provide a solution to a problem and complete a project
- Present the data in an appropriate format to submit an analytical product to support/refute different points of view on a topic. Formatting includes creating and labeling relevant figures, tables, or graphs
- Accurately present his or her product at an appropriate venue such as a class or club meeting, a departmental, QCC, or any

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regional or national conference

Assessment Methodology

- Assessment protocol will be developed by faculty focus groups in the Fall semester

Status/Timeline

Faculty development plan (1/27/14)
Assessment plan (4/14/14)

Critical Course & Program Analysis **(PIs Elisabeth Lackner and Victor Fichera)**

ACADEMY STRATEGIC PLAN GOAL

- Identify barriers to student success in high-enrollment general education courses.

Assessment Methodology

- The Office of Institutional Research and Assessment will review identify critical courses that hinder student progress and degree completion.
- This information will be used by the Office of Academic Affairs to make decisions about possible interventions, including use of the Student Support Network.

Status/Timeline

- Identify courses and design interventions Spring 2014, with Fall 2014 implementation