

Faculty Forum


General Education Outcomes II

QCC General Education Assessment Task
Force

September 28, 2016



Agenda

- Purpose of the forum
 - Background - General Education Outcomes, Task Force charge
 - Results from General Education assessment Spring 2015 and Spring 2016
 - Task Force review of QCC's General Education Outcomes, considering feasibility of assessment and distinction between program specific and general education outcomes
 - Discussion of recommendations and feedback
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Purpose of today's forum:

**to familiarize faculty with the
recommendations of the General Education
Assessment Task Force and to seek feedback
on the proposed changes**



CURRENT GENERAL EDUCATION OUTCOMES

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

PROPOSED GENERAL EDUCATION OUTCOMES for Curriculum Maps

1. Communicate effectively in written and oral form
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
 - Apply concepts and perspectives from history and the social sciences to examine formation of ideas, human behavior, social institutions, or social processes and to make informed judgments
 - Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed judgments
 - Apply aesthetic and intellectual criteria to examine or create works in the humanities or the arts and to make informed judgments
3. Reason quantitatively as required in the fields of interest and in everyday life
4. Use information management and digital technology skills effectively for academic research and lifelong learning

Context: What are General Education Outcomes and why do we need them?

- Statements of those learning proficiencies which the College wants and expects graduates to attain
- Required by NYSED, Middle States, and discipline-specific accrediting agencies
- Assessment measures how well students are achieving the outcomes for two main purposes – accountability to stakeholders and information that faculty and students can use to improve learning

QCC's General Education Outcomes

Approved by the Academic Senate May 2007

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 system
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

<http://www.qcc.cuny.edu/assessment/geoa.html>



The **General Education Assessment Task Force** was formed in 2014 to establish a systematic process for assessing these outcomes, including writing rubrics for each outcome, collecting authentic student work and scoring the student artifacts according to the rubrics.

The Task Force has written rubrics for four outcomes; two were assessed in Spring 2015 and four were assessed in Spring 2016. What have we learned so far?



- Overview of QCC's general education assessment data collection process and findings for 2014-15 and 2015-16
- What will the general education data collection process be like for this academic year?

Review of the General Education Outcomes

Writing rubrics for the first two of QCC's ten General Education Outcomes led the Task Force to recommend the whole set of outcomes be *reviewed for possible revision and streamlining*. Thus review of the outcomes was added to the Task Force's charge.

See the Task Force website for details:

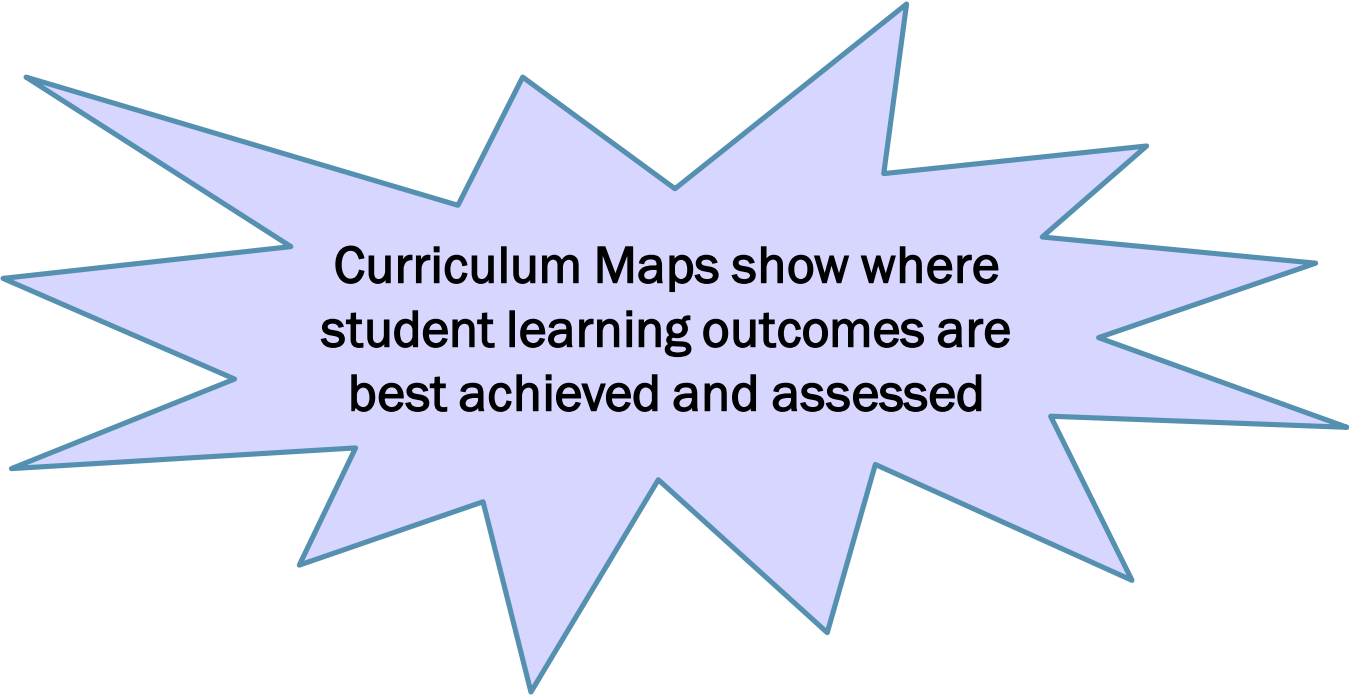
<http://www.qcc.cuny.edu/assessment/geatf.html>

Criteria for outcomes:

- Every outcome must be assessed on a regular cycle, according to a standard about which there is general agreement
- Outcomes must be understood by students, informed by curriculum, and measurable

General Education and Program outcomes

- At Queensborough, each academic program review includes assessment of *both* General Education and Program outcomes.
- Some General Education outcomes are also used as Program outcomes.



**Curriculum Maps show where
student learning outcomes are
best achieved and assessed**

CURRICULUM MAP: A.A., LIBERAL ARTS AND SCIENCES – GENERAL EDUCATION & PROGRAM OUTCOMES

General Education Outcomes <div>DRAFT 6/11/15</div>	Required Core			Flexible Core						Requirements for the Major						Electives /Conc.	
	I.A. EN101, 102	I. B. Math	I.C. Science	II.A. World & Global	II.B. U.S. Expr & Diversity	II.C. Creative Expression	II.D. Individ. & Society	II.E – Scien. World	II.A. B, C, D, or E.	HE 101 or 102	2 PE or DAN	Two Foreign Language	HI 110 111. or HI 112	SP 211 (or SS)	EN 200, 300 or 400 series	One sci. lab.	8-9 credits Concentration or Electives
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																	
Program Outcomes: Liberal Studies or Concentration	I.A. EN101, 102	I. B. Math	I.C. Science	II.A. World & Global	II.B. U.S. Expr & Diversity	II.C. Creative Expression	II.D. Individ. & Society	II.E – Scien. World	II.A. B, C, D, or E.	HE 101 or 102	2 PE or DAN	Two Foreign Language	HI 110 111. or HI 112	SP 211 (or SS)	EN 200, 300 or 400 series	One sci. lab.	8-9 credits Concentration or Electives

Place an X by the courses in which students are most likely to produce work that demonstrates this outcome. These are the courses which should be assessed for that outcome and/or which could provide student artifacts for General Education assessment.

CURRICULUM MAP - A.S. in Gallery and Museum Studies –Draft 10/23/14	Required Core			Flexible Core						Requirements for the Major						Additional Major Courses		
	EN101, 102	I. B.	IIC: CH 106 recommended	II.A	II.B	II.C: ARTH recs	II.D: SOCY 125 rec.	II.E.	II.A, B, C, D, E: ARTH rec.	ARTH 101 & 202	BU-201	ARTH 150	ARTH 251	ARTH 252	ARTH 380 & 381	HE 101 or 102	SP-211 (or ARTH)	Foreign Lang.
General Education Outcomes																		
1. Communication	X																X	X
2. Analytical reasoning				X	X	X	X	X	X	X		X	X	X				
3. Quantitative reasoning		X																
4. Information management and technology	X			X	X	X	X	X	X	X			X	X				
5. Integrate knowledge and skills in their program of study																		
6. Value systems							X						X		X	X		
7. Work collaboratively			X									X	X	X				
8. Historical or social sciences perspectives				X	X		X											
9. Science concepts and methods			X					X										
10. Humanities or the arts – evaluate or create						X			X	X			X		X			
Program Outcomes	EN101, 102	I. B.	IIC: CH 106 recommended	II.A	II.B	II.C: ARTH recs	II.D: SOCY 125 rec.	II.E.	II.A, B, C, D, E: ARTH rec.	ARTH 101 & 202	BU-201	ARTH 150	ARTH 251	ARTH 252	ARTH 380 & 381	HE 101 or 102	SP-211 (or ARTH)	Foreign Lang.
A. Students will analyze the historical importance of works of art and differentiate several forms of visual art										X								
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.											X	X	X		X			
C. Students will effectively carry out research on grant writing, demonstrate knowledge of budgeting and complete a grant application														X				
D. Students will demonstrate the ability to put together an exhibition for a professional gallery/museum													X	X				
E. Students will work collaboratively in diverse groups directed at accomplishing art administration, curating, and grant writing projects												X	X	X				
F. Students will differentiate and make informed decisions about issues based on curatorial responsibilities													X		X			

The departments are still developing and revising curriculum maps, but some are posted on the website.

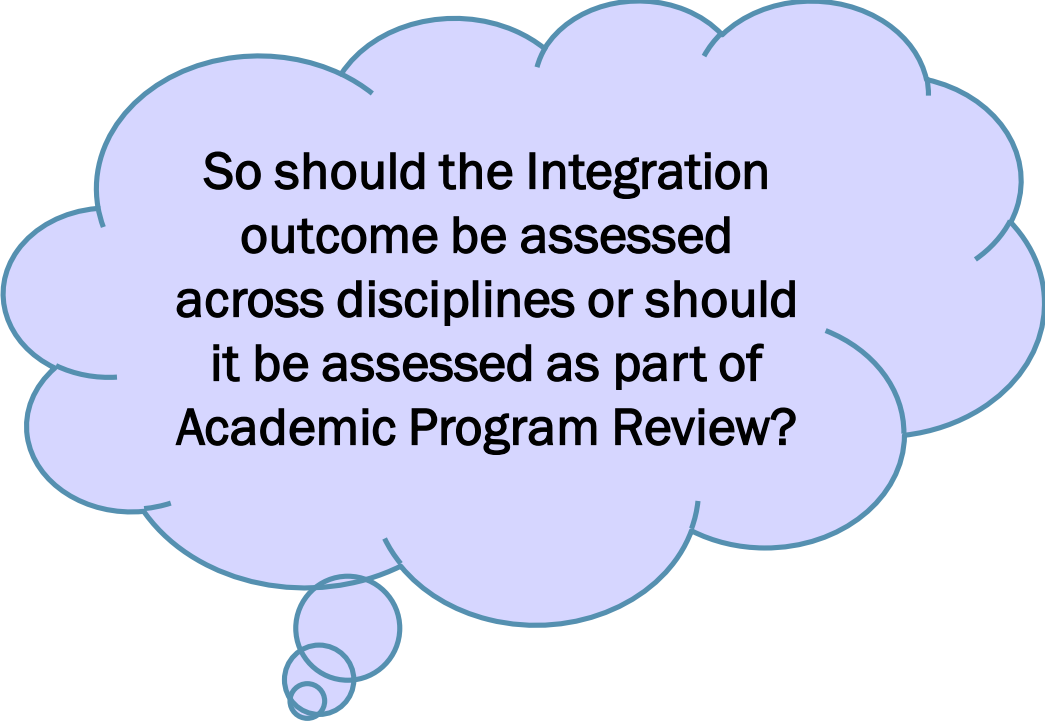
In this example, let's see where the General Education outcomes are assessed.

CURRICULUM MAP - A.S. in Gallery and Museum Studies –Draft 10/23/14 General Education Outcomes	Required Core			Flexible Core					
	EN101, 102	I. B. Math	IIC: CH 106 rec.	II.A	II.B	II.C: ARTH recs	II.D: SOCY 125 rec.	II.E.	II A, B, C, D, E: ARTH rec.
1. Communication	X								
2. Analytical reasoning				X	X	X	X	X	X
3. Quantitative reasoning		X							
4. Information management and technology	X			X	X	X	X	X	X
5. Integrate knowledge and skills in their program of study									
6. Value systems							X		
7. Work collaboratively			X						
8. Historical or social sciences perspectives				X	X		X		
9. Science concepts and methods			X					X	
10. Humanities or the arts – evaluate or create						X			X

Integrate knowledge and skills in their program of study

- No courses identified in general education core for addressing or assessing this outcome
- However, there are relevant program outcomes:

Relevant Program Outcomes:	Course(s) designated for outcomes assessment
B. Students will demonstrate knowledge of every aspect of arts administration	BU 201, ARTH 150, 251, 380, 381
C. Students will effectively carry out research on grant writing, demonstrate knowledge of budgeting and complete a grant application	ARTH 252
D. Students will demonstrate the ability to put together an exhibition for a professional gallery/museum	ARTH 251, 252



**So should the Integration
outcome be assessed
across disciplines or should
it be assessed as part of
Academic Program Review?**

Next challenging outcome: **Differentiate and make informed decisions about issues based on multiple value systems**

- Common Core course recommended for assessing this outcome is SOCY 125 Sociology and the Arts
- No assessment results yet available - at least none that focus on this outcome.

However, there is a related **Program outcome**, with courses in the **major** designated for assessing it:

F. Students will differentiate and make informed decisions about issues based on curatorial responsibilities	ARTH 251, ARTH 380, 381
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Another outcome that is very important but difficult to assess across disciplines: **Work collaboratively in diverse groups directed at accomplishing learning objectives**

- Common Core course recommended for assessing this outcome is CH 106 Chemistry and the Arts
- Although collaborative work is a named General Education Outcome for CH 106 (in the laboratory), there are no assessment results yet available and this outcome is not a high priority for assessment in this course.

However, there is a related **Program outcome**, with courses in the **major** designated for assessing it:

E. Students will work collaboratively in diverse groups directed at accomplishing art administration, curating, and grant writing projects	Major courses: ARTH 150, 251, 252
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ANOTHER EXAMPLE

A.A. S. in Massage Therapy General Education Outcomes Draft 7-14-14	Required Core				Flexible Core	
	I.A. EN101, 102	I. B. MA 321	IC: BI 301	II E: BI 302	II E: PSYC 101	II.A , B, or D SS or HI
1. Communication	X					
2. Analytical reasoning						X
3. Quantitative reasoning		X				
4. Information management and technology	X					X
5. Integrate knowledge and skills in their program of study						
6. Value systems						
7. Work collaboratively						
8. Historical or social sciences perspectives					X	X
9. Science concepts and methods			X	X		
10. Humanities or the arts – evaluate or create	X					

[illegible][illegible]

Program Outcomes	HA 101	BI 330	BI 331	BI 325	HA 101	HA 101	HA 101	HA 101	HA 201	HA 201	HA 201	HA 221	HA 221	HA 201	HA 201	HA 201	HA 201
1. Demonstrate a strong foundation in the biological sciences, together with a broad based general education in the liberal arts		X	X	X	X	X	X	X	X			X	X				
2. Demonstrate knowledge of and proficiency in the art and science of massage therapy, within a holistic health framework	X				X	X	X	X	X								
3. Comprehend theoretical knowledge of and apply Eastern and Western massage therapy techniques	X				X	X	X	X	X								
4. Work with clients in a variety of settings, under the direct supervision of a licensed faculty member										X	X					X	
5. Demonstrate understanding of professional issues, including legal and ethical concerns, business practices and the importance of continuing education throughout the career														X			
6. Prepare for application for licensure in New York State.														X			

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Considering

- the importance of each outcome as expressed through faculty discussion and surveys,
- the need to assess authentic student work for each outcome,
- the practical feasibility of a systematic process across disciplines,
- the challenges of discipline-wide scoring of some discipline-specific assignments, *and*
- the integral part that courses in the major play in developing students' general education,

...the Task Force recommends the following revisions of Queensborough's General Education Outcomes:

GENERAL EDUCATION OUTCOMES

1. Communicate effectively in written and oral form
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
3. Reason quantitatively as required in the fields of interest and in everyday life
4. Use information management and digital technology skills effectively for academic research and lifelong learning

PROCESS: Assess student artifacts from courses across the disciplines using the rubrics created by the Task Force, using normed scoring. Assignments, artifacts, and aggregated scores to be kept in electronic repository so results can be reviewed over multiple years.

ACADEMIC PROGRAM OUTCOMES

- *Integrate knowledge and skills in the program of study*
- *Reason ethically while recognizing multiple value systems*
- *Work collaboratively to accomplish learning objectives*

PROCESS: Assess as part of Academic Program Review, incorporated in program outcomes; recommend each program designate at least one course where these outcomes will be assessed at least once every five years. Assessment results included in program review reports.

Disciplinary Outcomes:

- *Apply concepts and perspectives from the social sciences and history to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments*
- *Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed judgments.*
- *Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments*

Should the disciplinary outcomes be included as part of the General Education Outcomes?

The Task Force recommends that disciplinary outcomes be included as a subset of General Education Outcome #2.

Based on their shared emphasis on using evidence and intellectual practices (reasoning) to arrive at informed judgements (or decisions), these outcomes can be assessed using the Task Force-created rubric for Outcome #2.

However, the disciplinary outcomes also reflect the broad-based knowledge students gain in foundational courses in the liberal arts and sciences as well as a wide spectrum of intellectual inquiry, which includes critical and creative thinking. Thus these outcomes may receive more specialized assessment.

PROCESS: Rubrics for more discipline-specific outcomes may be written in disciplinary clusters and assessed through collection and normed scoring of student artifacts from designated courses. Courses may be selected from those which students take most frequently to fulfill common core requirements.

GENERAL EDUCATION OUTCOMES

1. Communicate effectively in written and oral form
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions

Disciplinary Outcomes: The liberal arts and sciences provide a foundation and opportunity for intellectual inquiry, and for critical and creative thinking.

- *Apply concepts and perspectives from the social sciences and history to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments*
 - *Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed judgments.*
 - *Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.*
3. Reason quantitatively as required in the fields of interest and in everyday life
 4. Use information management and digital technology skills effectively for academic research and lifelong learning

WITH REVISED OUTCOMES

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	I.A. EN101, 102	I. B. MA 321	IC: BI 301	II E: BI 302	II E: PSYC 101	II.A , B, or D SS or HI
1. Communicate effectively in written and oral form	X					
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions						X
➤ <i>Apply concepts and perspectives from the social sciences and history to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments</i>					X	X
➤ <i>Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed judgments.</i>			X	X		
➤ <i>Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments</i>	X					
3. Reason quantitatively as required in the fields of interest and in everyday life		X				
4. Use Information management and digital technology skills effectively for academic research and lifelong learning	X					X

A.A.S. in Massage Therapy

Program Outcomes – with current General Education outcomes 5-7 indicated

Requirements for the Major

[illegible]


CURRENT GENERAL EDUCATION OUTCOMES

1. Communicate effectively through reading, writing, listening, and speaking
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PROPOSED GENERAL EDUCATION OUTCOMES for Curriculum Maps

1. Communicate effectively in written and oral form
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
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3. Reason quantitatively as required in the fields of interest and in everyday life
4. Use information management and digital technology skills effectively for academic research and lifelong learning

Questions A.

1. Are you familiar with the college's general education outcomes?
 2. Which general education outcomes are most important for the course(s) you teach most frequently? Which are listed on your course outline?
 3. Do your students know how the course helps them achieve the general education outcome(s)?
 4. What kind of student work or course assignment shows how well students have achieved the outcome?
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Questions B.

1. Do the Task Force recommendations for revising the General Education Outcomes make sense?

Why or why not?

2. If “not,” what alternate configuration would you suggest?



Thank you for coming!

Photo from: Spirit & Tradition: Vessels from
Africa, Dr. Ayman El-Mohandes Collection
May 10 through June 12, 2016, QCC Art
Gallery

