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
### Academies Assessment Protocol 2013-2016

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased performance in classes</td>
</tr>
<tr>
<td>• Increase engagement with College</td>
</tr>
<tr>
<td>• Increased communication and learning skills</td>
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<tr>
<td>(will vary depending on HI)</td>
</tr>
</tbody>
</table>

**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 Puntaleo, Arlene Kemmerer, Sharon Ellerton, Christine DiMeo, and Mary Bandziukas)**

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

**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)**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize and use writing as tool for learning</td>
</tr>
<tr>
<td>• Develop the habit of using writing to come to understand a disciplinary concept or practice and refine that understanding over time</td>
</tr>
<tr>
<td>• Realize that successful academic writing is a process that requires revision</td>
</tr>
<tr>
<td>• Demonstrate substantive revision and objective evaluation of their own writing</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify conceptual similarities and differences between the ways each discipline in the LC researches and investigates topics under study</td>
</tr>
<tr>
<td>• Evaluate information from the different disciplines in the LC and integrate it into a broader concept</td>
</tr>
<tr>
<td>• Communicate knowledge between the different LC disciplines using disciplinary appropriate language</td>
</tr>
<tr>
<td>• Develop a strong connection to other students and to their professors within the LC</td>
</tr>
</tbody>
</table>

**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
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
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
(Ps 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