

ASSESSMENT: WHY, HOW AND WHAT WILL WE KNOW?

I Assessment Frameworks – “From the College Perspective”

Steve Schwartz, Associate Provost

- ***A Systems Approach: Integrating the Self-Study Process with Strategic Planning***
- ***Outcomes Assessment Forum***

Takeaways from the April 19th Middle States
workshop entitled

“A Systems Approach: Integrating
the Self-Study Process with Strategic
Planning”

attended by
Yasemin Jones, Brian Murphy, and Steve Schwarz

What does Middle States look for in the Strategic Planning process?

- Linked to budget, Realistic
- Accountability, Ownership
- Involvement of stakeholders
- Specificity
- Clear and measurable outcomes
- Annual reevaluation
- Alignment with master plans
- Coordination with the Middle States process

Reasons Why Strategic Plans Fail

(from the Loftus, Swanson 4/19/13 presentation)

- Not a Report Card
- Not Sole Responsibility of _____
- Lack of Participation, Not System-Wide
- Lack of Communication
- Poorly Thought Out Strategy
- Failure to Hold People Accountable
- Not a Wish List

Recommendations

- Proposals should indicate who will be involved and who will coordinate the effort
- Where possible, refer to the Middle States standards and/or the QC or CUNY master plans
- Do not overlook College initiatives, such as *planning* for a new residence hall
- Build the Middle States self-study preparation process into the Strategic Plan
- Be sure that the process of annual reevaluation is described in the Strategic Plan
- Identify Key Performance Indicators (KPIs)

Outcomes Assessment Forum December 10, 2013

Expectations of the QC Outcomes
Assessment Committee and of Middle
States

Steven Schwarz, Associate Provost

The Periodic Review Report is Online

- On the Provost's webpage, click on *Assessments*, and then on *Middle States*
- Section 5 of the PRR shows examples of assessment at the College.
- Appendices include PMP data, detailed budget info, and links to key documents
- A full Middle States self-study and site visit is four years away; evidence of continuous assessment in all departments is vital.

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Queens College Periodic Review Report	
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NCATE

- Congratulations to the Division of Education on the highly successful site visit outcomes!
- To examine the NCATE report, go to the division website, and in the lower right hand corner, under the NCATE logo, click on *Education Unit Outcomes*.

The screenshot displays the NCATE website interface. On the left is a navigation menu with the following items: Education Unit Information, Education Unit's Core Values, Program Information, Candidate Learning Outcomes, New York State Teacher Certification Exams, Unit Assessments (highlighted in red), Dispositions Assessments, Field Experience Assessments, Form 14: Candidate Exit Survey (highlighted in red), Follow-up Studies of Graduates, Employer Feedback on Graduates, and NCATE/CAEP Accreditation Documentation. The main content area on the right is titled "Unit Key Assessments:" and lists several resources:

- Table of Initial Certification Programs**
 - [Initial Certification Programs and Review Status](#)
 - [Table of Advanced Certification Programs and Other School Professionals](#)
 - [Advanced Certification Programs Review Status](#)
- Assessment Instrument Crosswalk:**
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- Assessment Handbooks:**
 - [Education Unit Assessment Analysis Guide](#)
 - [Understanding the Data](#)
- Individual Forms from Analysis Guide:**
 - [Form 1 - Education Unit Core Values](#)
 - [Form 2 - Letters of Recommendations and Personal Statement Review Form](#)
 - [Form 3 - Field Experience Assessment for Teacher Candidates](#)
 - [Form 4 - Lesson Plan Assessment for Teacher Candidates](#)
 - [Form 5 - Curriculum Unit Assessment for Teacher Candidates](#)
 - [Form 6 - Lesson Plan Implementation Assessment for Teacher Candidates](#)
 - [Form 7 - Clinical Practice, Student Teaching & Internship Evaluation Instrument](#)
 - [Form 8 - Rating Form for Assessing Teacher Candidate Impact on Student Learning in the P-12 Schools](#)
 - [Form 9 - Candidate Evaluation of College Supervisor](#)
 - [Form 10 - Candidate Evaluation of Cooperating Teacher/Supervisor](#)
 - [Form 11 - Site Based Clinical Faculty, Cooperating Teacher/ Site Supervisor Evaluation of College](#)

The browser address bar at the bottom shows the URL: `pt:goNav(portfolio_quick_preview',%pageID=153748urlID=760&uu=CMP15V7Egwhs68kHqVhJAz+5LmAZmhK` and the browser is identified as "Internet".

4 Steps of Dept. Assessment

- Collect, and promote excellence in, syllabi for all courses
- Collect and evaluate student work in key courses
- Maintain a department assessment plan based on desired outcomes
- Identify an annual assessment task that is based on evidence; report to the OAC how the results impact the department

To Do

- Update department's assessment plan and forward it to the OAC (care of the provost's office) early in the spring semester
- Identify a task or project and provide the OAC with a description early in the spring semester
- In the future, task descriptions and updated plans will be due in early fall, and reports in late spring (beginning this spring).

General Education Assessment

- Perspectives courses were to have been assessed at five year intervals
- To maintain the quality of a rapidly developing General Education curriculum, assessment plans/tasks are essential

Notes

- We must demonstrate to Middle States that all courses provide quality syllabi, with statements of measurable outcomes that the student can expect
- Consider using the assessment tools provided at www.epsilon.com (e.g., learning matrices)

Resources

- On the provost's webpage, click on *Assessments*, and then on *Outcomes Assessment Committee* to find today's slides and those from prior forums.
- Consult the CTL webpage for information on the Epsilen e-portfolio system
- Consult the writingatqueens.org webpage for information and model syllabi