

General Guidelines for Completing Your Departmental Program Assessment

Assessment is a faculty driven—group activity. It is intended to involve as many faculty members as possible from the program. Unit/program meetings should be forums for writing mission statements, goals, objectives and student learning outcomes. As well as a place for coming up with specific ideas for assessment instruments/measures and schedules for collecting data. The Office of Institutional Research and the Academic Planning Committee: Outcomes Assessment Subcommittee has developed procedures and associated worksheets to help you and your department work through the four phases of Program Assessment.

Phase One: Writing the Department Mission Statement

Your department mission statement communicates a broad vision of your fundamental purpose and values of your program. It provides information about what matters most to your faculty.

It is necessary that your department mission statement link to the college's mission statement. See Appendix A. In doing so this will ensure that department goals, objectives and outcomes will align with college's overall mission. Once the department completes its mission statement it must be presented to the APC for review, approved by the department, published and then posted on the Department's website.

Phase Two: Creating Student Learning Outcomes (SLOs) for Your Department

Instructional Objectives

Academic departments formulate instructional objectives stated as **student learning outcomes** that support their mission statement

- Intended learning outcomes are the types of performance students are able to demonstrate at the end of instruction to show that they have learned what was expected of them. Well-stated objectives clarify these expectations in terms of measurable or observable student performance.
- The instructional objectives provide the focus for instruction and specific learning tasks provide the activities designed to achieve the intended outcomes.
- Instructional objectives provide a focus for instruction, guidelines for learning, targets for assessment, convey instructional intent to others, and provide for evaluation of instruction.

Additional information can be found on OIR webpage or in Writing Instructional Objectives for Teaching Assessment by Norman E. Gronlund. Please contact Soo Chon if your department does not already have a copy.

Phase Three: Each department must **assess how well they have achieved each of their goals, objectives and outcomes.**

- A) Academic departments formulate objectives for intellectual, affective, and performance outcomes stated as a **means of assessment and criteria for success** that support their intended student learning outcomes.
- The major categories in the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation.
 - The major categories in the affective domain are receiving, responding, valuing, organization, and characterization by a value.
 - The major categories in the psychomotor domain are perception, readiness, guided response, mechanism, complex overt response, adaptation, and organization.
- B) Non-academic departments formulate performance outcomes stated as a **means of assessment and criteria for success** that support their intended outcomes.

Criteria for Success: Above all, don't leave out the most important aspect of this Steps A & B-coming up with criteria for success. You must have some proposed data target upon which you can judge your success. It gives your department a goal for performance and helps ensure that assessment results are used to make improvements.

- C) Develop an Assessment Plan for Unit or Department
- When will data be collected?
 - How will data be collected?
 - Who will collect the data?
 - Who will analyze the data?

Now that you have decided on the specific means of assessment for each outcome and a plan for gathering information you must implement your plan of assessment activities.

If you have decided to conduct any kind of survey, you should consult with OIR as quickly as possible. Then you will need to submit your instrument for approval by the APC Outcomes Assessment Subcommittee.

- D) Summarize Data Collected During Assessment Activities

Phase Four: Use of Results The last step in the assessment process is to describe how your results have been used to make improvements. The reason we participate in assessment is to look for ways to improve what we do so this last step is the most important.

Instructions for Completion HCC Program Assessment Forms AY 2006-2007

Completion of an assessment activity requires completion of these forms. Each program/unit conducting assessment activities should submit a report to the Office of Institutional Research (OIR). Reports should be submitted to Barika Barboza the Coordinator of Outcomes Assessment in B-407.

All reports use the same format. Electronic or copies of forms are available through OIR, please contact Ms. Barboza, ext. 6734, for further assistance.

Name of Department and Unit: In the blank provided at the top of the page, indicate the name of the department and the unit submitting the report.

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Assessment Team Members: List the assessment team member(s) and include the name(s) of those acting as the department assessment coordinator. You may have an assessment team of one member or several.

Contact Person(s): List the contact person(s) who will serve as the assessment team leaders. The contact person should include a signature on the designated line on hard copy. Hard copies of forms should be submitted when forms are due. Forms will be due at the completion of each phase. Drafts can be submitted electronically and do not require signature or hard copy submission.

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Phase 1 –Departmental Mission Statement

Identify department/program mission statement. Brainstorm key phrases and words that describe what your department is trying to accomplish.

Department: _____

Mission Statement

(Must support the College's mission statement and institutional goals)

<p>Department: _____</p> <p>Mission Statement (Must support the College's mission statement and institutional goals)</p>
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Phase 2 –Departmental Goals and Objectives

Identify department/program goals. Goals should reflect

Department: _____
Intended Outcomes (Must support the department's mission statement)
1

2

Department: _____

Intended Outcomes

(Must support the department's mission statement)

3

4

Department: _____

Intended Outcomes

(Must support the department's mission statement)

5

6

Phase 3 –Departmental Evaluation of their Effectiveness

Intended Outcome # 1: _____
Means of Assessment and Criteria for Success
A
Scheduled of Data Collection:

B
Scheduled of Data Collection:

C
Scheduled of Data Collection:

D
Scheduled of Data Collection:

**Intended
Outcome # 2:** _____

Means of Assessment and Criteria for Success

A

Scheduled of Data Collection:

B

Scheduled of Data Collection:

C

Scheduled of Data Collection:

D

Scheduled of Data Collection:

**Intended
Outcome # 3:** _____

Means of Assessment and Criteria for Success

A

Scheduled of Data Collection:

B

Scheduled of Data Collection:

C

Scheduled of Data Collection:

D

Scheduled of Data Collection:

**Intended
Outcome # 4:** _____

Means of Assessment and Criteria for Success

A

Scheduled of Data Collection:

B

Scheduled of Data Collection:

C

Scheduled of Data Collection:

D

Scheduled of Data Collection:

**Intended
Outcome # 5:** _____

Means of Assessment and Criteria for Success

A

Scheduled of Data Collection:

B

Scheduled of Data Collection:

C

Scheduled of Data Collection:

D

Scheduled of Data Collection:

**Intended
Outcome # 6:** _____

Means of Assessment and Criteria for Success

A

Scheduled of Data Collection:

B

Scheduled of Data Collection:

C

Scheduled of Data Collection:

D

Scheduled of Data Collection:

Appendix A

Hostos Community College's Mission Statement

Consistent with the mission of The City University of New York to provide access to higher education for all who seek it, Eugenio Maria de Hostos Community College was established in the South Bronx to meet the higher educational needs of the people from this and similar communities who historically have been excluded from higher education.

The mission of Eugenio Maria de Hostos Community college is to offer access to higher education leading to intellectual growth and socio-economic mobility through development of linguistic, mathematical, technological and critical thinking proficiencies needed for life-long learning and for success in a variety of programs leading to licensure.

The college takes pride in its historical role in educating students from diverse ethnic, racial, cultural and linguistic backgrounds, particularly Hispanics and African Americans. An integral part of fulfilling its mission is to provide transitional language instruction for all English as second language learners along with Spanish/English bilingual education offerings to foster a multicultural environment for all students. Hostos Community College, in addition to offering degree programs, is determined to be a resource to the South Bronx and other communities served by the College by providing continuing education, cultural events, and expertise for the further development of the communities it serves.

Hostos Community College's Institutional Goals AY200X-200Y

Goals	Objectives
Raise Academic Quality	Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
	Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity
	Ensure that all students receive a solid general education and effective support, particularly in the first 60 credits of study.
Improve Student Success	Increase retention and graduation rates
	Improve post-graduate outcomes
	Improve Quality of student support services
Enhance Financial and Management Effectiveness	Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs
	Increase revenues from external sources
	Improve productivity, service to students, and environmental health and safety