Authentic Assessment of Faculty Development for High-Impact Practices

Dr. Ian Beckford & Dr. Kathleen Landy
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Faculty Development for HIPs Learning Outcomes:

- Alignment (of HIPs project) to Gen Ed
- Clarity of academic reflection prompt
FD Deliverables: HIP Assignment + Reflection Prompt

For more information, please contact Kathleen Landy (klandy@qcc.cuny.edu) or Ian Beckford (ibeckford@qcc.cuny.edu)
**HIPs General Education Alignment Rubric**  
For *Backward Design* workshop deliverables

Instructor: ____________________________  
Course/Section: _______________  
HIP: ________________________________

<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Revisions Suggested</th>
<th>Revisions Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicit Identification of Gen Ed Outcome</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The project explicitly states and incorporates at least one QCC Gen. Ed. Outcome.*</td>
<td></td>
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<tr>
<td>The project indirectly incorporates at least one QCC Gen. Ed. Outcome.</td>
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<tr>
<td>The project does not incorporate any QCC Gen. Ed. Outcome.</td>
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<tr>
<td><strong>Project Description</strong></td>
<td></td>
<td></td>
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<tr>
<td>The project description thoroughly addresses outcome-specific dimensions**.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The project description partially addresses outcome-specific dimensions**.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project description does not address outcome-specific dimensions**.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alignment of Project Components with Gen Ed Outcome</strong></td>
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<tr>
<td>The components of the project are aligned and call for the application of knowledge/skills directly related to the outcome(s).</td>
<td></td>
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<tr>
<td>The components of the project are aligned and call for the application of some knowledge/skills related to the outcome(s).</td>
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<tr>
<td>Components of the project are misaligned and call for the application of knowledge/skills <em>not</em> related to the outcome(s).</td>
<td></td>
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</tbody>
</table>

*Gen Ed Outcomes 1-4, See Reverse Side of this page.
**For outcome-specific dimensions, see reverse side of this page.
QCC General Education Outcomes

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

General Education Outcome-Specific Rubric Dimensions

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Analytical Reasoning</th>
<th>Quantitative Reasoning</th>
<th>Information Management &amp; Technology Skills</th>
</tr>
</thead>
</table>
| • Awareness of audience, purpose, and genre  
• Content Development & Organization  
• Control of Grammar & Mechanics  
• Evidence or sources | • Identify and explain an issue, problem, or question  
• Present, organize, and evaluate sufficient and relevant evidence  
• Reach an informed conclusion or solution | • Demonstrates ability to express information quantitatively in mathematical forms or to accurately convert information presented in mathematical forms to written language  
• Performs quantitative tasks:  
  o a calculation or estimation to yield a result  
  o the extraction and interpretation of information from a graph or other visual representation of data  
  o the construction of such a representation  
• Performs analysis, explanation or interpretation of aspects of quantitative thinking such as reasoning, method, rational, or verification of the obtained | • Identify the scope of inquiry or investigation needed for the assignment  
• Use evidence or sources (cite as appropriate)  
• Evaluate information and sources critically  
• Use information effectively to accomplish a specific purpose |

(Alternative Version)

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• Use evidence or sources (cite as appropriate)  
• Evaluate information and sources critically  
• Use information effectively to accomplish the specific task/inquiry |

(Alternative Version)
**HIPs Academic Reflection Rubric**
For *Scaffolded Reflection* workshop deliverables

| Instructor: ____________________ Course/Section: ___________ HIP: ____________________________ |
|---|---|---|
| **Clarity of Purpose** | **Strong** | **Revisions Suggested** | **Revisions Required** |
| 3 | 2 | 1 |
| The reflection prompt explicitly calls for students to write about one or more of the following in reference to the HIP-specific project:  
  - Course content  
  - Metacognition/learning process  
  - Interdisciplinary/Real world connections  
  - Personal awareness/growth | The reflection prompt calls for students to write about one or more of the following (yet *not* in reference to the HIP-specific project):  
  - Course content  
  - Metacognition/learning process  
  - Interdisciplinary/Real world connections  
  - Personal awareness/growth | The reflection prompt is overly broad, calling for neither a specific type of reflection, nor commentary on a specific learning activity. |

| **Clarity of Directions** | The reflection prompt includes clear directions for students with regard to:  
  - Frequency of reflection  
  - Mode of reflection  
  - Grading expectations (if any) | The reflection prompt includes vague or partial directions for students with regard to:  
  - Frequency of reflection  
  - Mode of reflection  
  - Grading expectations (if any) | The reflection prompt does not include clear directions for students with regard to:  
  - Frequency of reflection  
  - Mode of reflection  
  - Grading expectations (if any) |