WHAT IS FORTNIGHT?

A **fortnight** is a unit of time equivalent to 14 days. The term derives from the Old English *feorwertyne niht*, meaning “fourteen nights.” Inspired by the opportunities and challenges of Middle States Standard 14 and the desire to share information and best practices, **FORTNIGHT** is a communication vehicle, which is distributed online to the campus community.

TAXONOMY TOOLS FOR DEVELOPING LEARNING OBJECTIVES USING PROGRESSIVE SKILL LEVELS

Benjamin Bloom’s 1956 *Taxonomy of Educational Goals* classified learning within three high-level domains: cognitive, affective, and psychomotor, often referred to as knowledge, attitude, and skills. "Bloom’s Taxonomy" became a fundamental basis for describing the desired results of a learning process, and has proven useful in the development of progressive learning objectives as students navigate through a curriculum. The original taxonomy has been revised and updated by scholars of learning; the version that appears to the right includes verbs rather than only adjectives in the progression.

Academic departments, special programs, and administrative offices at the College have been hard at work during the past several years formulating and revising learning objectives for courses and activities. To aid these processes the Academic Outcomes Assessment Committee initially focused on Bloom’s Taxonomy in 2008-2009, and has revisited some of its variants since then. The Committee’s activities in this area have been featured in previous issues of **FORTNIGHT** (Volume 2, Issues 5 and 8).

Along with revisions to the taxonomy itself, authors have expanded upon Bloom’s work by developing practical implementation strategies. Dr. Katherine Waller, of the Medical Technology faculty at Ohio State University’s Wexner Medical Center, offers an approach to writing learning objectives that arose in discussions during the recent accreditation visit for the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Dr. Waller’s presentation provides useful guidance for writing learning objectives that is not anchored in any particular discipline. The Iowa State University Center for Excellence in Learning and Teaching utilized a visual approach to present graduations of both knowledge and cognition, resulting in a pyramid of example terms for each dimensional intersection. Both resources are available on the College Assessment website at [www.library.csi.cuny.edu/assessment/resources.html](http://www.library.csi.cuny.edu/assessment/resources.html)

CLOSING THE LOOP: SOCIAL WORK USES ASSESSMENT DATA TO REVISE COURSE OBJECTIVES TO MEET CSWE REQUIREMENTS

Social Work programs accredited by the Council on Social Work Education (CSWE) are required to demonstrate that students master ten core competencies and 41 practice behaviors. The College’s Baccalaureate Program in Social Work, in candidacy for accreditation, has been working concertedly on meeting CSWE requirements; to that end, the department has implemented a thorough, comprehensive assessment plan that uses various measurement opportunities across multiple courses (exams, article critiques, IRB submissions, and literature reviews, for example) to assess student learning. The Social Work program has set a benchmark requiring that 80% of students successfully meet requirements for both competencies and practice behaviors.

Data from spring 2012 indicated a shortfall on two competencies: one pertaining to students’ abilities to make appropriate determinations about which social work approaches to use, and the second focusing on the integration of research and social work practice. After evaluating the
results of the spring 2012 assessments, the Social Work faculty decided to alter some assignments and exams, allowing more opportunities for both students and faculty to identify and address knowledge gaps. Course content and exam content are also being reviewed to ensure better coverage of the competencies under scrutiny.

**CAMPUS UPDATES**

**Academic Outcomes Assessment Committee** – The AOAC, a long-standing committee with representation from each academic department as well as interdisciplinary programs, held its first meeting of the semester on September 27. As its first order of business of the new academic year, the committee elected one co-chair from each Division, to serve staggered terms. Dr. El Samuels, from the Education Department, continues his role as chair for one year, and Carol Hartman, from the Biology Department, began a two-year term. Both co-chairs have experience with external accreditation: Dr. Samuels with NCATE for the College’s Education programs, and Ms. Hartman with NAACLS for the Medical Technology program. The AOAC discussed the monitoring report required by the Middle States Commission (see **FORTNIGHT**, Volume 9, Issue 1) and the Committee’s agenda for the upcoming semester. Attendees also discussed the importance of collaboration among the AOAC, General Education, Curriculum, and Graduate Study Committee representatives.

**Political Science Self-Study Review** – The Political Science program in the Philosophy, Economics, and Political Science Department (PEP) hosted two external evaluators, Dr. Joseph Moskowitz, Professor of Political Science at New Jersey City University, and Dr. Richardson Dilworth, Associate Professor of Political Science at Drexel University. The Friday, September 28th meeting is the first milestone in the four-step academic program review process: report preparation and visit, visitors’ report, department response and plan, and one-year follow-up report. Dr. Richard Flanagan, who coordinated the self-study efforts, served as host for the visit. Drs. Moskowitz and Dilworth met with Interim Provost Fred Naider, Interim Dean Nan Sussman, and Associate Provost Susan Holak; faculty from the Political Science group; PEP Chairperson Mark White; and several students, including both majors and non-majors. Among the topics explored were course offerings and sequencing, future plans including graduate study, assessment and capstone courses, resources, and faculty specializations and accomplishments.

**Enrollment Management Assessment Committee** – The Enrollment Management Assessment Committee focuses on integrating and leading assessment activities in the Enrollment Management Division. Co-chaired by Michelle Buonacore-Artz (Recruitment and Admissions) and Dina Grant (Center for Advising and Academic Success), the committee membership includes Chrisanthi Anastopoulou (Academic Support), Tom Brennan (Center for Advising and Academic Success), Shannon Cammarano (The Hub), Charles Gomes (College Now), Alan Hoffner (College Testing), Carryll Lentol (Financial Aid), and Wandy Tse (Registrar). The committee completed a comprehensive Division-wide assessment report in June that will serve to guide assessment-related efforts across all the Division’s areas with respect to the five major goals of the Enrollment Management Division: 1) To support recruitment, enrollment, and retention efforts; 2) To maintain the stewardship and integrity of student academic records and manage student and institutional academic policies; 3) To provide responsive service to students, faculty and staff and provide comprehensive and effective academic assistance to students; 4) To ensure the accuracy of services/offerings as determined/approved by appropriate governing bodies; and 5) To educate the College community and stakeholders on programs, services, regulations, policies, procedures, and outcomes.

**Student Affairs Administrative Program Review** – Dr. Susan Holak, Associate Provost for Institutional Effectiveness, and Warrick Bell, OIRA Coordinator, met with VP Ramona Brown, Carol Brower and Debi Kee from Student Life, and John Jankowski from the Center for the Arts, regarding administrative program reviews in the Division of Student Affairs. The Division has established a timetable similar to that used for academic departments, and these dates are being added to the document available on the College’s Assessment website at [www.library.csi.cuny.edu/assessment](http://www.library.csi.cuny.edu/assessment). The Office of Student Accessibility, the first area on this program review calendar, is completing the review process that it began last year.

**FORTNIGHTLY NOTES**

Almost every brewery in Kent, England, is participating in a Green Hop Beer Fortnight this year; these special brews are made with fresh – or green – hops that are used within 12 hours of being picked rather than being dried before use. Green Hop Beer Fortnight was launched at the Canterbury Food & Drink Festival on September 28. See [http://kentgreenhopbeer.com](http://kentgreenhopbeer.com) for more information about both the Festival and the Fortnight.

Everyone is invited and encouraged to submit items related to departmental assessment projects, College institutional effectiveness activities, committee announcements, and best practices by **October 21, 2012**, for consideration to appear in the next communiciqué.