

January, 14, 2015 Assessment Day

Leadership Program

Attendance: Babak Dastgheib-Beheshti; Daniel Quigley; Diamando Afxentiou; Francine Glazer; Frank Mruk; Jeahyeon Ahn; Jess Boronico; Olena Zhadko; Patricia Burlaud; Patricia Chute; Roger Yu; Selene Loughlin; Steven Billis; Anna Silverstein; Anthony Piazza; Carol Dahir; Donald Fizzinoglia; Elaine Brown; Frank Lee; Gioia Ciani; Hui-Yin Hsu; Katherine Williams; Lakhdar Amara; Lawrence Herman; Leslie Schuster; Maria Lapadula; Matthew Chang; Matthias Altwicker; Meryle Kohn; Michael Hadjiargyrou; Mindy Haar; Ranja Roy; Robert Amundsen; Shiang-Kwei Wang; Susan Neville; Terry Nauheim Goodman; Yoshikazu Saito; Zehra Ahmed; Robert Allen; Elaine Dellavecchia; Hattie Arnone; Shifang Li; Linda Matthews.

Through reviewing and discussion of the Middle States new standards (III & V) and other background documents, members of the leadership program have reached the following recommendations:

1. NYIT needs to review and define NYIT educational goals, including both student learning and achievement that support its mission.
2. When defining students' learning goals, the degree level should be taken into consideration, and the Middle States Standard III, DQP & the European Bologna model could be good references. We need institutional (vs. program)-level goals for undergraduate, graduate AND professional students, not just undergraduates.
3. When defining educational goals, the measures should take be into consideration, so that we can get some tangible data to assess to what degree we are achieving our goals.
4. When defining educational goals, all stakeholders' (such as potential employers, alumni...) input should be taken into consideration as well as graduates' impact on stakeholders.

In all likelihood, defining educational goals (and aligning curricula) will have curricular implications, the Leadership Group, on behalf of the Assessment Committee, will request the formation of an ad hoc committee of the Academic Senate to formulate the educational goals (and related measures and processes) required by the new Middle States standards.

The group discussed current core learning outcomes and made the following observations: many are low-level ("understand"); technology, quantitative literacy are not stressed; missing: professionalism, historical perspective, lifelong learning, economics/sustainability; no capstone requirement; co-curricular paths to outcomes, not just courses; delivery mechanisms.