

# Assessment Day Leadership Session

January 16, 2013

# Assessing assessment processes

- Periodic Review Report (Due June 2014)
- Rubric for evaluating assessment of student learning (Standard 14)
- Assessment Committee review of program plans and reports (Fall 2012)

CONCLUSION: Few if any were exemplary

# There is time...

- They gave us the correct answers
- Some things can be easily fixed
- All things can be fixed over time; we need to plan improvements

*Note: this “assessment of assessment” activity does not replace the regular assessment of student learning outcomes*

# Today's Agenda

10:00 – 11:00	<b>Step-by-Step through the rubric</b> <ul style="list-style-type: none"><li>• What is required</li><li>• Some examples</li><li>• Rate your own program</li></ul>
11:00 – 12:00	Planning for Improvement <ul style="list-style-type: none"><li>• What can be fixed right away?</li><li>• What will require a plan to fix?</li></ul>
<i>OUTCOMES</i>	<ul style="list-style-type: none"><li>• <i>Deans summarize improvement actions</i></li><li>• <i>Chairs/coordinators discuss with faculty</i></li></ul>

	Middle States Criteria	0 (Absent)	1 (Poor)	2	3	4	5 (Excellent)
1	Department demonstrates sustained, not just a one-time or periodic-support, for promoting an ongoing culture of assessment and for efforts to improve teaching						
2	Clear statements of expected learning outcomes for the program and course levels have been developed and have appropriate links with each other.						
3	Those with a vested interest in the learning outcomes of the program or curriculum are involved in developing, articulating and assessing them.						
4	Statements of program-level expected learning outcomes are made available to current and prospective students.						
5	The program learning outcomes are consonant with standards of higher education and of the relevant discipline.						
6	Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission						
7	Multiple measures of student learning for each learning outcome, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions						
8	The evidence of student learning that has been collected is clearly linked to expected learning outcomes						
9	Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change						
10	Student learning assessment results have been used to improve teaching and learning.						
11	Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate						

## Item #1

*Leadership demonstrates sustained, not just a one-time or periodic-support, for promoting an ongoing culture of assessment and for efforts to improve teaching (1=poor; 5=excellent).*

- Examples
- Rate your own program

## Item #2

*Clear statements of expected learning outcomes for the program and course levels have been developed and have appropriate links with each other (1=poor; 5=excellent).*

- Shown in matrix (next slide)?
- Shown in syllabi?





## Item #3

*Those with a vested interest in the learning outcomes of the program or curriculum are involved in developing, articulating and assessing them (1=poor; 5=excellent).*

- Who are they?
- Examples of evidences: Vancouver BAB Input (ppt.)

**NYIT Vancouver**  
**BAB meeting: November 9, 2010,**  
**May 8, 2011**

Course	Is there agreement with assessments and comments made by stakeholders?	One comment as a summary statement reflecting own viewpoint and relevancy of course to work environment	Additional contextualized course-level learning goal	Learning validations	Scores
<b>ACCT - Accounting analysis</b>		Does it cover ratio analysis and trends?  Should have basic financial accounting course as prerequisite.			
<b>ECON - Macro environment of business</b>	To a great extent.	These types of course are pretty standard in universities. Certainly, each context would vary among countries and there is an opportunity to apply an economic model to Canada. That been said, it is relevant to emphasize in the midterm and long-term analysis.	LG 1: Recognize and interpret impact of China economy on Canada and in particular on BC	ALV1: Research project	Score 1: Presentation to business
	I agree with the comments provided on the "external referencing". The goals of interpret, predict, evaluate, speculate (would change to "stress test) and contrast are "highly supported by assurance of learning validations rather than "supported" only.	Not sure if trade and foreign policy is included here, which is relevant and a sub system of the entire economy.	LG2: Analyze impact of specific Canadian issues such as HST		
<b>ECON - Microeconomic Industry analysis</b>	On a stand alone analysis the comments and assessments provided in the second survey are the ones that I agree most. I think communication "skills" are missing. Some soft skills may be required to develop.	Provided that the prerequisites are well covered in the previous courses (Principles of Economics and QANT 500) this course may be a good choice. Having said that, there are other elements that I would include from an industry (micro) perspective that would provide more judgmental tools to the student.	LG1: Analyze an industry that is relevant in British Columbia (Real Estate, Forestry, Tourism, etc.)	ALV:	
	No comments here.	This course may be a good option for a MSc or PhD student, but there is a need to build up other experiences and capabilities to the MBA student. Just reading the QANT course and found there that this course utilized Excel as well. I would think that this course will emphasize on econometric models better than			
<b>FINC - Executing</b>		No comments - looks ok			
<b>FINC - Financial Policy</b>	Only comment which might be included in the course is other opportunities for value creation outside of the norm.				
	Not really.	Title should be "Investment policy and value creation"			
		Strategy should be a big part of this course and it is not even mentioned. Strategy --> policies --> implementation of governance			
		A1: Should be cash flow project			

**ECON620:**  
**Contextualized (Globalized) Learning Goals:**  
 Upon the successful completion of this course, the student will be able to:  
 See Invariant Learning Goal 4 above; and  
 Contrast Industries in different countries.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goals):  
 B1. See Assurance of Learning Validation A1 above. In addition, students will also include a brief industry comparison in the addendum of the project. In this comparison, the differences between the industry of the country of the report and the Canadian industry should be outlined. If the chosen company/industry is located in Canada, another country should be selected for the comparison.

For the purpose of assurance of learning, one additional score is given, based on the identification and analysis of country-specific contemporary business issue (MSA-3M).



## Item #4

*Statements of program-level expected learning outcomes are made available to current and prospective students (1=poor; 5=excellent).*

- Examples:

- Physical Therapy Website
- School of Management Website

- Rate your own program on items #2, #3 & #4

- Schools & Colleges
- Health Professions
- Departments
- Physical Therapy
- Academic Programs**
- Program Outcomes



- ### News and Events
- News Events
- Jan 12 2013**  
Unbeaten Women's Basketball Defeats Bridgeport 72-53
  - Jan 04 2013**  
Wolfgang Gilliar, D.O., Installed as Dean of NYIT College of Osteopathic Medicine
  - Jan 03 2013**  
Architecture Students Return to Costa Rica
  - Jan 02 2013**  
NYIT Experts Offer 2013 Predictions
  - Dec 21 2012**  
NYIT Awarded \$250,000 to Address Need for Engineers on Long Island

## Academic Programs

### Expected Outcomes

The NYIT Doctor of Physical Therapy Program is designed to prepare students in the entry-level proficiencies needed in the practice of physical therapy. Upon completion of the program, the graduate will be able to:

- Determine the physical therapy needs of any patient or client through examination and evaluation
- Develop a plan of action to meet the individual's physical therapy needs
- Implement the physical therapy plan of action designed to maintain and restore strength, endurance, coordination, and range of motion to improve or restore function, promote healing, and relieve pain
- Communicate appropriately and effectively with patients and families, colleagues, and the public
- Adhere to safe, ethical, and legal practice
- Apply the administrative principles of planning, organization, supervision, control, and evaluation while working within or managing a physical therapy service
- Apply the basic educational concept of teaching within the clinical practice of physical therapy
- Apply the basic principles of statistics and research methodology within the practice of physical therapy
- Contribute to the quality of health in the community and to the improvement of the effectiveness of its health care systems
- Accept that being a professional is a continuing process and assume responsibility for professional and personal growth and development

### Technical Standards

A physical therapist must have the knowledge and skills to function in a broad variety of clinical settings and to render a wide spectrum of therapeutic interventions. In order to perform the activities required of a professional, a physical therapy student must be able to learn, integrate, analyze, and synthesize data quickly, accurately, and consistently. This is the process of critical thinking. Multiple skills and abilities required include observation, communication, sensory/motor, behavioral, and social attributes. Reasonable accommodation can be made for persons with disabilities in some of these areas, but a physical therapy student must be able to perform in a reasonably independent manner.

### Observation

All physical therapy students must have sufficient vision to be able to observe classroom lab demonstrations and exercises. In the clinical setting, they must be able to observe a patient accurately both at a distance and nearby. It is essential to have adequate visual capabilities to assess the change of abnormalities of the musculoskeletal or integumentary systems.

### Communication

All physical therapy students should have the ability to clearly speak, hear, and observe in order to elicit and gather information, describe the findings, and understand any nonverbal behavior. They must be able to communicate effectively and sensitively with fellow students, faculty, patients, and other health care providers. This includes the ability to read and communicate, both verbally and in writing, in English, using appropriate grammar and vocabulary.

### Sensory/Motor

All physical therapy students need enhanced tactile abilities and must have sufficient motor function and muscular strength to execute those movements required in the evaluation and treatment of patients. This may include, but is not limited to:

[Management](#)[Academics](#)[Undergraduate Programs](#)[BS: Business Administration](#)[Accounting](#)[Finance](#)[Human Resources Mgmt](#)[International Business](#)[Management](#)[Marketing](#)[Small Bus./ Entrepreneurship](#)

### Social Media



### News and Events

[News](#)[Events](#)**Jan 12 2013**

Unbeaten Women's Basketball Defeats Bridgeport 72-53

**Jan 04 2013**

Wolfgang Gilliar, D.O., Installed as Dean of NYIT College of Osteopathic Medicine

**Jan 03 2013**

Architecture Students Return to Costa Rica

**Jan 02 2013**

NYIT Experts Offer 2013 Predictions

**Dec 21 2012**

NYIT Awarded \$250,000 to Address Need for Engineers on Long Island

[MORE](#)

The School of Management Bachelor of Science in Business Administration program prepares aspiring business leaders for success in an evolving, uncertain, and dynamic business environment. The challenges of the business frontiers have never been so exciting, and our curriculum, driven by the concept that technology is transformational, the business world is globalized, and that these jointly impact on the ability of those with entrepreneurial inclination to create and implement new and innovative business models, ensures that our graduates are ready to add value and change the face of the business landscape when they enter the workforce.



Students must complete the NYIT program core and additional general education courses, the complete business program core, six courses in a chosen option, and business electives. All students in the Business Administration program choose from one of the following options (curriculum requirements of the program are on the linked pages), which form a concentrated area of study: [Accounting](#), [Finance](#), [Human Resource Management](#), [International Business](#), [Management](#), [Marketing](#), [Small Business and Entrepreneurial Studies](#)

#### BSBA General Learning Goals:

At the successful completion of the BSBA program, the student will be able to:

- Communicate clearly and concisely;
- Compare, contrast, and apply basic ethical concepts; and
- Illustrate cultural awareness and analyze the impact of globalization on business.

#### BSBA Management-Specific Learning Goals:

At the successful completion of the BSBA program, the student will be able to:

- Demonstrate competency and make decisions in each of the functional business disciplines;
- Use technology as a decision support tool in business and in the major;
- Conduct and utilize research to support business innovation; and
- Integrate functional disciplines together to effect sound policy making and business planning.

Program features include:

- Significant elements of globalization and its impact on business. This is addressed (a) in each option, where a domain-specific global-intensive course is required, and also (b) in each course, where the Master Syllabi contains a contextualized learning goal and student learning outcome which speaks which speaks to either the impact that globalization has had on business within the context of the course or specific localized elements of the course relevant to the community where the course is taken;
- The completion of a capstone course both in the business program core and the chosen option. These capstone courses tie together the learning objectives of the option and unify them by way of the option's overarching learning goal. In addition, the BSBA program core capstone course (BUSI435) unifies much of the educational experience and ensures domain integration across the functional areas of business;
- A unique and required course in business innovation and research. In this course students must create entrepreneurial innovations for processes, products, or services, and conduct the appropriate research in support of this potential venture. In this way students add value to those

[New York »](#)[Bahrain »](#)[Canada »](#)[China »](#)[Jordan »](#)[United Arab Emirates »](#)

## GLOBAL EXCHANGE

Study Abroad...New York, the Middle East, China. Contact us for more information.

## *Item #5*

*The program learning outcomes are consonant with standards of higher education and of the relevant discipline (1=poor; 5=excellent).*

### Examples

- Higher Education:
  - [Lumina](#) Degree Profile:
  - [Canada degree level standards:](#)
- Without external accreditation: [Tuning USA](#) for history, chemistry, biology, graphic design...
- With external accreditation: OT Learning Outcomes & Standards

Upon graduation from M.S. OT program, students will be able to:

1. Demonstrate excellent communication skills in clinical documentation, client interactions and presentation of occupation-based practice.
2. Synthesize and apply knowledge from the humanities and sciences as a foundation for understanding occupation across the lifespan in a global society. **(B. 1.1-1.10, Foundations to understand OT)**
3. Describe and explain the basic tenets of occupational therapy including the history, philosophy, and the occupational therapy framework. **(B.2.1-2.11 Basic tenets of occupational therapy)**
4. Describe and explain relevant occupational therapy theories, models, and examine frames of reference. **(B.3.1-3.6 theory perspective)**
5. Select, utilize and interpret appropriate screening and evaluations based on client needs, available evidence, theoretical perspectives, models of practice and frames of reference. **(B. 4.1-4.10, Screening, evaluation and referral)**
6. Create and implement intervention plans designed to facilitate occupational performance and participation.**(B. 5.1-5.28 intervention plan)**
7. Analyze differences among various contexts of service delivery and adapt occupational therapy practice appropriately. **(B. 6.1-6.6 Context of service delivery)**
8. Apply the principles of organizational management and supervision in the provision of occupational therapy services. **(B.7.1-7.10 Management of OT service)**
9. Use research literature to make evidence-based decisions, and conduct original occupational research to contribute to the professions body of knowledge **(B.8.1-8.8, Research)**

## Item #6

*Targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.*

- Example: Noel-Levitz Student Satisfaction Survey
- Rate your own program on items #5 & #6



C:\Users\harnone\AppData\Local\Temp\Temp1\_New York Institute of Technology - Domestic - SSI - 06-2012.zip\New York Institute of Technology - Domestic - SSI - 06
Google
Search
Share
More >>

File
Edit
View
Favorites
Tools
Help

Convert
Select

Google
Search
Share
More >>

Favorites
Student Learning O...
New York Institut...

## New York Institute of Technology - Domestic - SSI - 06/2012

### Institutional Summary

Sc  
N  
Student Satisf

Scale	New York Institute of Technology - Domestic - SSI			National Four-Year Privates Form B		
	Import	Satis / SD	Gap	Import	Satis / SD	Gap
▶ Student Centeredness	6.34	5.02 / 1.46	1.32	6.34	5.46 / 1.20	0.88
▶ Campus Life	6.02	4.57 / 1.60	1.45	6.09	4.89 / 1.35	1.20
▶ Instructional Effectiveness	6.50	5.19 / 1.30	1.31	6.42	5.58 / 1.01	0.84
▶ Recruitment and Financial Aid Effectiveness	6.23	5.01 / 1.48	1.22	6.17	5.25 / 1.26	0.92
▶ Campus Services	6.30	5.24 / 1.29	1.06	6.15	5.47 / 1.05	0.68
▶ Academic Advising Effectiveness	6.42	5.15 / 1.52	1.27	6.32	5.42 / 1.31	0.90
▶ Registration Effectiveness	6.41	4.99 / 1.46	1.42	6.32	5.18 / 1.23	1.14
▶ Safety and Security	6.16	5.26 / 1.37	0.90	6.17	5.14 / 1.25	1.03
▶ Campus Climate	6.33	5.21 / 1.29	1.12	6.29	5.45 / 1.11	0.84

National Group M

Postsec...
New Yo...
AvCD
New Yo...
Skype™...
Inbox - ...
- Mess...
Inbox - ...
- Mess...
RE: NSS...
- Mess...
NL Satis...
Assess...

## Item #7

*Multiple measures of student learning for each learning outcome, including direct evidence, have been collected and are of sufficient quality that they can be used with confidence to make appropriate decisions (1=poor; 5=excellent).*

- **Examples:** NYIT guideline and good practice

➤ [Evidence of Students learning](#)

- **Examples:**

- [Behavioral Science Assessed Inferential and Description Statistic Learning Outcomes](#)

Faculty evaluated lab scores, research project scores, and survey data to evaluation the targeted outcome .

## Item #8

*The evidence of student learning that has been collected is clearly linked to expected learning outcomes (1=poor; 5=excellent).*

- Example: [Jason? Charles Matz?]
- Rate your own program on items #7 & #8

## Item #9

*Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change (1=poor; 5=excellent).*

- Example: School of Management conferences

## Item #10

*Student learning assessment results have been used to improve teaching and learning (1=poor; 5=excellent).*

Examples:

- [Writing Assessment](#)
- [Core Courses Assessment](#)

We were not surprised that students were weakest in this area, but we were concerned and spent much time discussing how to address this weakness.

## Recommended Courses of Action

After reviewing, analyzing, and discussing the assessment data for the persuasive essay assignment, the OW English faculty decided to focus on addressing the greatest weakness (“Reasons against the claim”) and resolved to pursue the following courses of action:

- Those who assessed the papers noted that some of the paper topics did not lend themselves to addressing and refuting the opposition. The OW Writing Coordinator will urge all writing faculty to review persuasive paper topics with the students and make sure there is ample opportunity for addressing the opposition (in other words, the topics must be “controversial” in the sense that there are at least two vastly different, if not directly opposing, perspectives on the topic issue).
- Faculty will collaborate, possibly via a brainstorming meeting, to develop various ways of teaching students how to understand, assess, engage, make reasonable concessions with, and refute the opposition. Some possible activities include:
  - Films that model effective engagement with opposition views.
  - Structured class debates in which both sides must address and refute opposing views.
  - Shorter assignments in which students must advocate for a position with which they disagree.
- The Writing Coordinator will organize a faculty workshop that focuses upon effective ways to teach the persuasive paper and constructive strategies to encourage students to engage opposition views and different perspectives reasonably and fairly.

## Item #11

*Assessment processes have been reviewed and changes have been made to improve their effectiveness and/or efficiency, as appropriate (1=poor; 5=excellent).*

- Examples
- Rate your program on items #9, #10 & #11

# Part II: Actions to improve assessment processes

- Meet in groups by school
- Identify 2-3 things to address now for each program
- Identify those things that must be improved but require a longer-term plan

DEANS: complete the worksheet

CHAIRS/COORDINATORS: discuss with your faculty