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 <u>not</u> replace the regular assessment of student learning outcomes

Today's Agenda

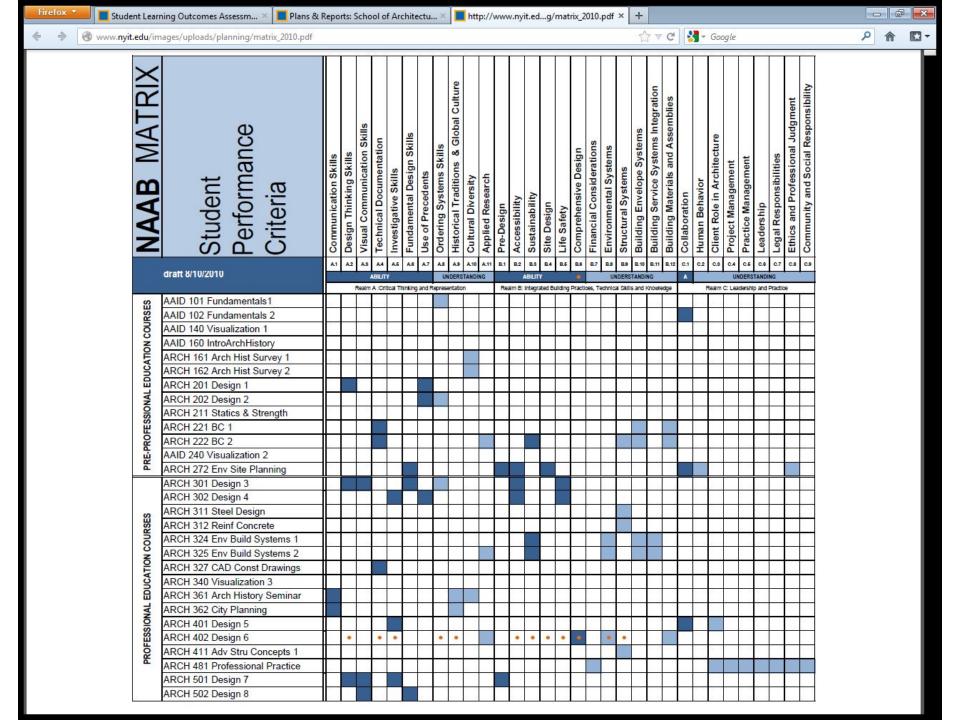|	
10:00 – 11:00	**Step-by-Step through the rubric** **•What is required** **•Some examples** **•Rate your own program**
11:00 – 12:00	Planning for Improvement •What can be fixed right away? •What will require a plan to fix?
OUTCOMES	• *Deans summarize improvement actions* • *Chairs/coordinators discuss with faculty*

	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).

- How to make it clear?

- [ABET Student learning outcomes are clarified with performance indicators](#)

- Program outcomes are linked with course outcomes:

- Shown in matrix (all program have submitted a matrix !)

- Shown in syllabi?

NAAB MATRIX — Student Performance Criteria

draft 8/10/2010

Realm A: Critical Thinking and Representation (A.1–A.7 ABILITY, A.8–A.11 UNDERSTANDING)
Realm B: Integrated Building Practices, Technical Skills and Knowledge (B.1–B.6 ABILITY, B.7–B.12 UNDERSTANDING)
Realm C: Leadership and Practice (C.1 A, C.2–C.9 UNDERSTANDING)

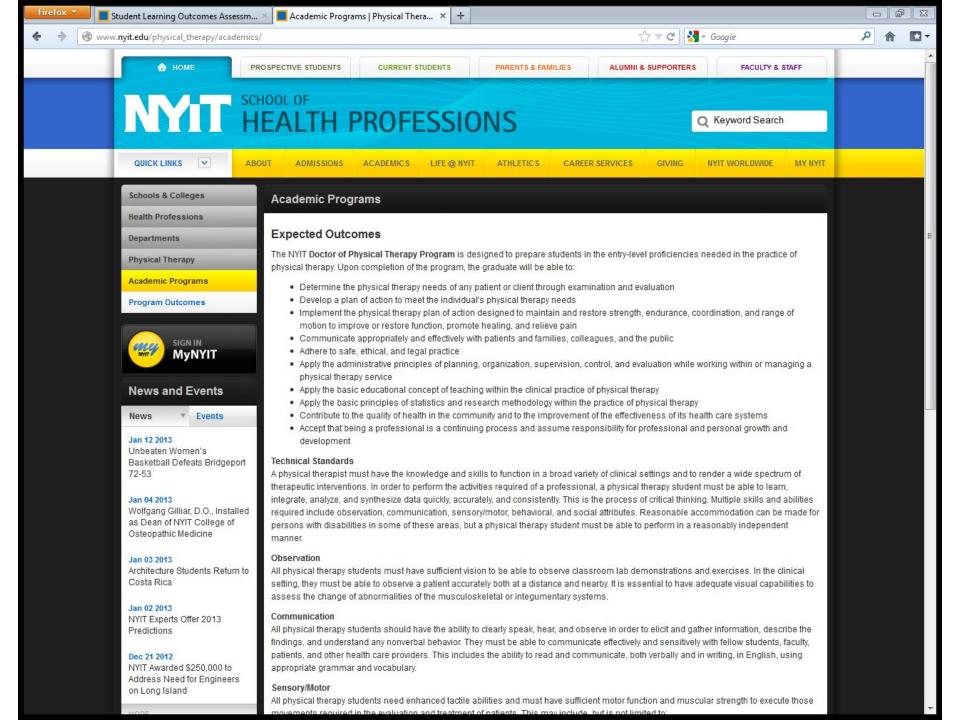| Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
PRE-PROFESSIONAL EDUCATION COURSES																																
AAID 101 Fundamentals1								X																								
AAID 102 Fundamentals 2																								X								
AAID 140 Visualization 1																																
AAID 160 IntroArchHistory																																
ARCH 161 Arch Hist Survey 1									X																							
ARCH 162 Arch Hist Survey 2									X																							
ARCH 201 Design 1		X						X																								
ARCH 202 Design 2								X																								
ARCH 211 Statics & Strength																																
ARCH 221 BC 1				X																	X		X									
ARCH 222 BC 2				X							X			X						X	X		X									
AAID 240 Visualization 2																																
ARCH 272 Env Site Planning						X						X	X		X									X	X							X
PROFESSIONAL EDUCATION COURSES																																
ARCH 301 Design 3		X	X			X	X							X		X																
ARCH 302 Design 4				X		X								X																		
ARCH 311 Steel Design																				X												
ARCH 312 Reinf Concrete																				X												
ARCH 324 Env Build Systems 1														X					X		X											
ARCH 325 Env Build Systems 2													X	X					X	X	X											
ARCH 327 CAD Const Drawings				X																												
ARCH 340 Visualization 3																																
ARCH 361 Arch History Seminar	X								X																							
ARCH 362 City Planning	X								X																							
ARCH 401 Design 5				X																				X	X							
ARCH 402 Design 6		•		•	•	•		•	•				•	•	•	•	•		•	•												
ARCH 411 Adv Stru Concepts 1																				X												
ARCH 481 Professional Practice																		X								X	X	X	X	X	X	X
ARCH 501 Design 7		X	X									X																				
ARCH 502 Design 8			X			X																										

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.)

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

NYIT SCHOOL OF HEALTH PROFESSIONS

Schools & Colleges

Health Professions

Departments

Physical Therapy

Academic Programs

Program Outcomes

SIGN IN
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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

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:

Social Media

f t g+

News and Events

News ▼   Events

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 tye 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

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NYIT

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 Qualification Profile)

- Without external accreditation: Tuning USA Tuning USA for history,Tuning USA for history, chemistryTuning USA for history, chemistry, biology, more to come…

- With external accreditation: OT Learning Outcomes are consonant with accreditation standards (next slides)

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:

[NSSE benchmark scores](#)

Do you benchmark your program? How so?

- Rate your own program on items #5 & #6

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

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

- Evidences of Students Learning:

Examples of Direct Evidences

- Faculty-designed comprehensive or capstone examinations and assignment.
- Performance on external or licensure examinations
- Authentic performance or demonstrations
- Portfolios of students work over time
- Samples of representative students work

Item #8

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

- Example:

School of Architecture: Samples of students work (with high & Low pass) are directly linked to learning outcomes (or NAAB standards)

- Rate your own program on items #7 & #8

Item #9

Student learning assessment results have been <u>shared </u>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

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:

1. Change data collection process to make assessment efficient, sustained, and manageable. (CS, and ECE program)
2. Created an online repository collecting data especially those with clinical programs.
3. Assessed the inter-rater reliability of before using rubric?
4. Connected examination scores with outcomes?

- 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