

Improve the Assessment Process  
2012-2013 Report

Academic programs at NYIT have been conducting student learning outcomes assessment since 2008 with almost all programs submitting annual reports to the Academic Senate. It is time for us to review **our process**, reflecting on our strengths and weaknesses, and making changes to improve their effectiveness and/or efficiency wherever needed.

On the 2013 January Assessment Day, all the academic leaders reviewed the Middle States Commission's expectations on academic program assessment clarified by 11 criteria and examples of good practices, many of which come from our own programs at NYIT. It was a good opportunity for faculty to learn from each other, and from good practice on the national level.

As a result of the assessment day activity, a majority of programs have identified what they are going to work on to improve their assessment process for this academic year. To assist your report, we would like to provide you a template to report your work.

Please review the 11 criteria below and mark which one (or ones) you have chosen to work on this academic year (2012-2013), and (or) you plan to work on next academic year (2013-2014)? Please be specific.

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

FOR EACH ELEMENT ABOVE THAT YOU TRIED TO IMPROVE, PLEASE DESCRIBE THE SPECIFIC CHANGE OR CHANGES you made TO YOUR ASSESSMENT PROCESS DURING 2012-2013. PLEASE IDENTIFY ELEMENTS BY NUMBER.

Also, please tell us your plans TO IMPROVE YOUR ASSESSMENT PROCESSES for 2013-2014 and indicate which of the 11 criteria the plan elements correspond to.