

Assessment Day Notes - Wednesday, January 15, 2014

Leadership Session: Methods for involving stakeholders in Assessment

MSCHE Criterion #3 - “Those with a vested interest in learning outcomes of the program or curriculum are involved in developing, articulating, and assessing them.”

The Assessment Committee decided that this year we would focus on one strategy for improving assessments and results, allowing more time for in-depth discussion than in past sessions.

Attendees got to vote on the three methods they most wanted to discuss; topics would be discussed in order of votes received:

1. Meeting or Conferences - 1
2. Feedback from Internship Supervisors - 16
3. External Program Reviews - 10
4. Industry Partnerships - 9
5. Practitioner Juries evaluate student work - 6
6. Input from students - 24
7. Alumni/Employer surveys - 13
8. Advisory Boards - 20

Input from Students

College of Medicine shared information about their CFA (Course Faculty Assessment) program where groups of students are assigned to provide suggestions on how teaching and learning might be improved to administration and faculty.

- Students are randomly selected (groups of 22) to assess each course
- Courses are run in cohorts
- Student groups are trained in how to make recommendations
- Groups meet weekly to discuss their findings and how to improve learning opportunity/experience
- Talk about their experience – what is it like to be a learner
- 2 reports result by the end of the course - 1 regarding the course, 1 regarding the faculty
- Roundtable meeting at the end of each course (13 meetings total) with faculty to respond to the students’ reports; comments are archived on the network for future reference/review
- Examples of recommendations include: add Heart sounds workshop; sequencing of lectures; remove redundant information; presenter too complex, could not grab, simplify
- 80% of recommendations have been accepted
- These assessment groups have also been instrumental in helping students with team formation and teamwork.

Q: How do instructors keep from getting defensive about student recommendations?

A: The focus is on how to improve student learning (the school has asked for their feedback) and that sets the tone; faculty have seen the value in this assessment tool.

Q: Any differences between comments of different student levels?

A: Of course undergraduates, first year students make different kind of comments but the suggestions they make will help future cohorts at the same level.

Other suggestions, comments

PA – Holds focus groups with student representatives for each class present the finding for each class). What has changed as a result of student feedback? Rescheduling classes.

School of Engineering & Computing Sciences: Has a Student Council that meets every 2 weeks; took action on a faculty issue by reviewing faculty evaluation. Council is currently made up of upper level students but outreach is being made to freshmen

Writing Program: Questionnaires asking what students think they are learning/what topics are covered. (Not just about the outcome but about the quality of learning.)

Nursing: students, faculty, and service partners complete evaluations re field placements and they are compared.

Questions to consider:

Is there a connection to student learning outcomes?

Can or should it be done?

Are faculty teaching students what is expected?

Is the curriculum being taught?

Is the faculty meeting the learning objectives?

Providing the syllabus can ensure that the curriculum is being taught with uniformity.

Advisory Boards

School of Architecture and Design - Advisory Board requires much energy and people to maintain; about 20 people + and a minimum donation are required for a seat on the advisory board. Limit on number of alumni members (there is a separate alumni group – Friends of the School of Architecture and Design). The collected funds are to be spent on intellectual pursuit (no skill-related pursuits or equipment which are required to be funded by the university). The advisory board for the SOAD is used primarily for fund-raising purposes. Advisory Board represents five different stakeholders with five different objectives that make it difficult to perform a curriculum review; most architecture programs have a similar curricula and therefore the SOAD Advisory Board focus is on the 5 well-defined agendas.

School of Engineering & Computing Sciences - multiple advisory boards exist for each program/department within the SOECS (for both accredited and non-accredited programs). Advisory board member feedback on program and curriculum is solicited – advise on elements to fade out as no longer relevant, add new directions industry is taking. Some members are employers of NYIT students. Due to time limitations, the SOECS has had little success with having advisory board members act as jury members for design programs or additional tasks.

School of Management - Advisory Board is used to assess and review the curriculum; raise funds; act as guest lecturers (Professional Enrichment and Professional Development Programs); help procure internships; help enable students to attend professional conferences, etc. Advisory Board is heavily invested in the curriculum.

- Executive Council - helped to review programmatic learning goals
- Business Advisory Board - review course level learning goals
- Annual Retreat - Close the loop with course level learning goals and outcomes; about 60 attended to discuss the assessment and findings

Stakeholders Conference relevant higher education issues; Stakeholders discuss their perspectives; follow up one year later to discuss action taken during that year.

Physical Therapy - tried to recruit diverse group to bring multiple perspective but due to professional demands of PT occupations, it seems impossible to get the group together to meet.

- Suggestion: SOM schedules meetings well in advance (6-12 months) in order for the advisory board to plan for the meeting.
- Suggestion: If time and location constraints prove to be an impediment to bringing the board together for a meeting, technology solutions can allow board members to talk together.

Global campuses need to demonstrate advisory boards for each campus are active and represent local industries.

Feedback from Internship Supervisors

School Counseling - Internship supervisors assist in placing students (matching philosophy and skill sets) for student teaching.

- 2 semester site visits and 4 observations per semester in order for students to be prepared for work environment
- Site supervisors are now key in hiring

Internship supervisors collect aggregate data (important for accreditation) and train new supervisors in the proper supervision of students; the proper supervision is necessary for student success. The initial recommended training is now mandated; if the supervisor does not participate, they are not invited back to participate.

PA - students perform 9 internships in 48 weeks; the students perform reverse evaluation of supervisor

School of Engineering & Computing Sciences works with Career Services - student and employer surveys; also utilizes the student panel with Career Services.

Career Services' Internship Certificate Program structures the internship experience and affords NYIT the opportunity to conduct site visits, develops relationships with employers, determines

what students want to learn, and determines what the employer wants to assess. Students in the program earned \$1 Million in 5 years.

SOM - students are required to write a reflection paper based on their experience.

Alumni/Employer Surveys

PT - Use of social media very successful

- Facebook survey conducted after graduation; good results - response rate about 65 out of 75 students graduated in last two years responded to survey.
- Twitter also used extensively
 - Department news distributed by Twitter
 - Can track employer information by Twitter as most students will reply/correspond using Twitter and Facebook; email has been found to be less effective
- Many current employers are former graduates and therefore will to participate

Interior Design - good feedback when request of headshot and current design(s) for alumni poster was sent (nearly all of almost 20 alumni responded).

Nursing - difficulty gathering employer data led to the removal of employer data requirement from accreditation standards. Nursing program centralized the data hub for reference requests and now the employer and graduate school information is easy to track

Hospitality Management: created a webpage containing industry leader testimonials containing feedback on student performance.