NYU Stern Undergraduate College Learning Assessment

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Agenda

- History
- Developing the Plan
- Implementing the Plan
- Outcomes
History

2005 - Learning goals for Undergraduate College approved by faculty

2006 – Awareness of new AACSB learning assessment requirements

Late 2006 / 2007 – Developed survey instruments

Summer 2007 – Shifting of gears – Attend AACSB Assessment Seminar

2007 to 2009 - Identified faculty, courses, assignments and developed rubrics

2010 - Pilot assessment plan and measure all four learning goals

2010 to present - 4 years of assessment results and ongoing process in place
Developing the Plan

What?

Learning Goals

I. **Achieve proficiency:** Students will achieve professional levels of competence in core functions of business, including oral and written communication.

II. **Intellectualism:** Students will exhibit intellectual curiosity, high levels of intellectual engagement, and open mindedness to new ideas and alternative points of view.

III. **Collaboration:** Students will develop the skills needed to thrive in groups, organizations, and communities.

IV. **Social impact:** Students will achieve understanding of the role of business within our global society.
Developing the Plan

Who?

Dean

Administrators

Faculty
Developing the Plan

Guidelines:

- Course imbedded assessment
- Two courses identified to measure the 4 goals
- Sample 15 to 20% of graduating class
- Short term - measure every goal every year
- Long term – measure each goal every other year
Developing the Plan

Identify Courses in which to Measure Goals

International Studies Program
- Junior year course
- Economics and strategy-based course
- Students taught to understand competitive positioning of a designated company in its industry, country and international context

Measure Goal I
Competence in core functions of business, oral & written communication

Measure Goal II
Collaboration skills needed to thrive in groups

Professional Responsibility & Leadership
- Senior year course
- Capstone course in Stern’s four year Social Impact Core

Measure Goal III
Intellectual curiosity, open-mindedness to new ideas & alternative points of view

Measure Goal IV
Social impact – understanding of the role of business within global society
The Plan

Overview of goals, assessment vehicles and measures

<table>
<thead>
<tr>
<th>Goals</th>
<th>Assessment Vehicle</th>
<th>Measures</th>
<th>Timing</th>
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<tbody>
<tr>
<td>I. Achieve proficiency: Students will achieve professional levels of competence in core functions of business, including oral and written communication</td>
<td>International Studies Program course assignments: • Written report • Group presentation</td>
<td>• ISP Competency Rubric • Document Evaluation Rubric • Presentation Evaluation Rubric</td>
<td>Spring semester – measure every one to two years - 15- 20% of class</td>
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<td>II. Intellectualism: Students will exhibit intellectual curiosity, high levels of intellectual engagement, and open mindedness to new ideas and alternative points of view</td>
<td>Professional Responsibility &amp; Leadership course assignment: • Written report</td>
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Implementing the Plan

Course coordinators
- Determine assignments that align with learning goal being measured
- Develop / revise rubrics
- Work with course faculty on process
- Lead faculty review meetings of results with Vice Dean, Dean & faculty committees
- Edit/approve reports summarizing results
- Meet with other departments to follow up on broader curriculum issues
- Recommend faculty evaluators
- Run norming meetings with faculty evaluators to establish baseline

Course faculty
- Work with Dean’s Office in collection of papers / presentations through utilizing Turn It In and Stern video recording system
- May serve as faculty evaluators of sample (not their own students)
- Give feedback to course coordinator regarding results

Dean’s Office
- Sample collection & distribution to evaluators
- Tabulation of results
- Arrange/participate meetings with faculty, Vice Dean, Dean and faculty committee
- Recap results and feedback into written reports
- Submit reports AACSB & Middle States
- Track actions taken
- Attend learning assessment trainings / best practices / Assessment Council
Implementing the Plan

Reviewing the Results:

- Faculty involved in the courses
- Faculty core course coordinators
- Undergraduate Program Committee (faculty committee representing all departments / areas)
- Vice Dean of Academic Affairs and Strategic Planning
- Dean of the Undergraduate College
Process Related

Original rubric scale did not adequately differentiate between students who were meeting standards, yet were rated poor, from those who did not meet standards.

Paper originally being assessed for “Achieve Proficiency” goal deemed not sufficient to measure goal as more focused on macro and micro economics issues.

Action Taken

Rubric grading scales revised from Excellent, Good, Poor to Excellent, Good, Needs work (meeting standards), Needs work (not meeting standards) to provide greater clarity for evaluators and faculty.

Another paper in ISP course was selected that requires application of the core functions of business to overall strategy analysis and recommendations.
Outcomes

Curricular Related

A higher percentage of students than desired seemed to have difficulty in seeing the connections between the policies of the firm and the impact on society - From Fall 2011 assessment

Action Taken

Developed an intensive version of the freshmen course (Business & Its Publics – 1st course in Social Impact Core) for students (predominately transfers) who did not previously take this course to ensure that all undergraduates have the exposure to the relationship between business and society – Launched Fall 2013
Curricular Related

Identified need for additional training on conducting a financial analysis of strategic recommendations (for those not concentrating in Finance or who have not yet taken Corporate Finance) – From Spring 2012 assessment

In the competencies that fall under Intellectualism, identified that a group of students find it challenging to articulate relevant course concepts into final paper – From Fall 2012 assessment

Action Taken

Developed and offered additional supports in financial analysis of strategic recommendations for those who need the additional training – Implemented Spring 2014

Students are required to submit a 250 word abstract in advance of the deadline to help students incorporate concepts and receive feedback prior to final paper – Implemented Fall 2013