1. Introductions

Attendance:
Andrea Chambers, Audrey Kim, Russ Hamberger, Celest Orangers, Cybele raver, Dina Rosenfeld, Libby Rohling, Eugene Murphy, Heather Herrera, Hilary Ballon, Janet Alperstein, James Mazza, Julie Chambers, Kathleen Talvacchia, Lindsay Wright, Louis Scheeder, Marissa Hiruma, Nicolas Heller, Priscilla Soucek, Richard Kalb, Robert Boland, Richard Thorsen, Susan Hilferty, Takako Kono, Tazuko Shibusawa, Tyra Liebmann, Thomas Pugel, Vince Renzi

2. Review of timeline

Early April 2012 - Submit list of student learning goals, indicating which goal(s) are to be first assessed
Early / Mid Fall 2012 - Outline objectives related to assessed goals and identify assessment methods / measures
Late Fall 2012 - Assess student performance
Spring 2013 - Analyze assessment date / determine interventions / submit assessment report
Fall 2013 - Implement interventions / accreditation visit (document review)

- Goals will be posted on assessment website
- Annual reports will be posted on secure portion of website

3a. Assessment approaches: Graduate Study at the Doctorial Level
(Kathy Talvacchia GSAS)

3b. Assessment approaches: Graduate Study at the Master Level
(Lindsay Wright, Heather Herrera STEINHARDT)

Strategies and approaches for developing student learning in Doctorial and Master Programs

Challenges:
- Size / Complexity
- How / What are appropriate ways to measure outcomes
- Language of assessment is confusing
- Closing the loop: Using the results of the assessment to make concrete changes to curriculum, instruction, other educational supports

Opportunities:
- Faculty Members care about academic excellence and student success
- Faculty are already assessing student learning, improving curriculum and instruction, responding to market needs, changes in the field, etc.
- Student learning assessment as a way of documenting student/ program successes
- Opportunity to build on faculty energy: Well received assessment can help boost moral
- Some Departments found the process to be an opportunity to clarify program missions and to ensure alignment of stated learning goals and learning opportunities provided to students

Processes:
- Use existing practices (e.g., roadmaps, benchmarks for success in doctoral programs)
- Directors of Undergraduate Studies have presented in meetings with Directors of Graduate Studies and have reflected on positive outcomes and overcoming challenges
- Share resources on Blackboard or google webpages
• Making it clear that the school believes in the assessment process and that it is supported by the Dean and Provost
• Ownership and engagement on the part of faculty and the schools
• Deliver the message through multiple venues
• Evaluate / collect doctoral data to provide concrete evidence of success

• Blackboard website was created to share information: program goals / objectives & provide a better understanding of the different stages of the process
• Programs met in groups according to similarities to initiate the process (Humanities and Social Sciences, Professional Practice Orientation, Performing and Visual Arts)
  o Shared common languages / approaches / student learning goals
  o Groups and subgroups are based on the focus of the programs (what is involved / applied and their practical components etc.)

4. Goal development: Background, practical approaches, questions

  • Presentation made available to Assessment Council participants

Follow up:
  • Engaging adjunct faculty / faculty who are away or teaching online and overseas

Prepared by: N. Heller and M. Rome