Academic Assessment Council Minutes 6/5/2013
Wednesday, June 5th 2013, 12-1:30pm
President’s Conference Room
Bobst Library, 70 Washington Square South

Attendance:

Retirement of Fred Mayo: The Academic Assessment Council wishes Fred a great retirement and best wishes on new pursuits and interests.

1. 2013 Outcomes Assessment Progress Report and Discussion
   Diana Karafin – Assistant Director, Office of Academic Assessment

   Program assessment timeline re-cap: In summer 2012 the 1st submission of outcomes of learning goals and objectives were requested; this was to identify status across the university. In fall 2012 OAA asked for an official submission of learning goals, objectives and outcomes and began tracking progress. Spring of 2013: all programs were asked to submit final assessment reports, including the use of results by April 30th. The Google-drive system was created for program report submission for units without their own infrastructure.

   Currently, the majority of units are at full compliance with the remainder approaching full compliance; OAA expects to reach the goal of 100% compliance. Content coding is at 94%, and assessment of student learning outcomes is at 87%. All data and reports submitted have been read and coded across a series of indicators to establish benchmarks and goals for the assessment system moving forward.

   OAA will continue to aggregate assessment data for the document review; the initial progress report has been submitted to the Provost’s office. The second progress report is due to the Provost’s office by the end of July. OAA may ask several members from the Academic Assessment Council to provide feedback during this time. The final version of our assessment report will be ready for September 1 and include a hyperlinked online document for accreditors.

   Follow-up from small group break-out session:
   Reflections of the process:

   • The form used to collect information played an important role in how faculty and those involved perceived the process. The forms that were implemented this year should stay the same to maintain clear concise documentation.
Some schools, such as Gallatin, concentrated on content over form. Focusing on content helped faculty understand the objective was not about fulfilling requirements but asking meaningful questions. The focus on content also made the process less overwhelming.

What was learned:

- It is possible to create a culture of assessment.
- The process can be time consuming. Some faculty were initially unresponsive when asked to perform additional tasks related to assessment.
- For some offices, achieving buy-in required doing as much to help faculty as possible.

What worked well:

- There was a positive response to central management leading the charge in the process.
- Clarity of deadline is important.

What needs improvement / follow-up:

- Faculty were less inclined to want their assessment data shared with central administration. It was/is important to build a perspective of sharing as well as assurance of security/protection of data.
- Streamline external deadlines and timelines with other accredited programs.
- Clear communication about the expectations for programs that do not fit the traditional undergraduate degree model: including assessment of certificate and non-degree programs.
- Schools having other accreditation bodies other than Middle States.
- Keeping the momentum going post-Middle States. Moving towards a regular self-assessment process, including periodic feedback from submitted reports. Middle States will expect continuous improvement; assessment should become a regular, non-stressful process with continuous self-evaluation.

2. Middle States Accreditation Update and Request

Russ Hamburger – Assistant Vice Provost, Academic Program Review

The self-study will be on selected topics and interdisciplinary activities across the university. By fall we expect to have finished drafting the self-study report to share. The other part of the process is the document that the visiting team will review in spring. We do not know who Middle States will send as reviewers. The document review will occur this fall; the documents to be included range from assessment documents to documents on standards. OAA will ask for help to collect existing school reports of assessment and reviews of individual school’s accreditation reports from other agencies, and any other reviews. Russ will reach out to collect these documents within the next month.
3. Global Assessment Plan Draft - Review and Discussion
Ryan Poynter - Assistant Vice provost, Undergraduate Academic Affairs
Janet Alperstein - Senior Director, Academic Support

In Spring 2011 an advisory was issued regarding undergraduate education within the GNU. In response to this the UAAC is working to draft global learning outcomes and assessment measures for GNU sites to submit to the Provost. The focus this year has been on undergraduate education throughout the GNU, next year will focus on graduate education. One goal is to streamline the data collection process of learning outcomes and assessment happening on the square with global sites. Current assessment documents do not address academic learning as it relates to students studying within the GNU. Schools are encouraged to examine how study away programs impact academic learning and how those experiences promote academic advancement.

Sonia Deluca Fernandez: Student Affairs Assessment Team has been working on assessing the student experience within the GNU. Last fall the student affairs office piloted an instrument called the Global Perspective Inventory (GPI) as a proprietary tool to collect data specific to study away. The survey takes 15 minutes and includes items specific to NYU. Goals include: clarifying issues around social responsibility of study away. The student affairs global learning goals can be found at the bottom of this page: https://sites.google.com/a/nyu.edu/research-and-assessment-for-student-affairs/resources

There are additional resources on the following NYU website titled: Global Education Impact. The page can be found at: https://sites.google.com/a/nyu.edu/international-education-impact/ Please contact Sonia if you are interested gaining accessing this site.

4. Upcoming Meetings
The council will not meet over the summer. The fall meetings will be as follows:

- September 11th, 2:00pm-3:30pm - President's Conference Room (Bobst Library, 12th floor)
- October 30th, 2:00pm-3:30pm - President's Conference Room (Bobst Library, 12th floor)
- December 12th, 11:00am-12:30pm - 20 Cooper Square, 5th Floor Conference Room

Prepared by N. Heller