NYU Guidelines & Expectations
Overview:

REPORTING ON ASSESSMENT OF STUDENT LEARNING OUTCOMES

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The problem with learning outcomes assessment...

Good work, but I think we might need just a little more detail right here.
### INPUTS
*(What is needed to drive the process?)*
- Courses
- Programs
- Depts.
- Faculty
- Advising
- Std. Affairs
- Alum.Center
- Career Serv.
- Inst. Res.
- Diversity Office

### ACTIVITIES
*(What will students be asked to do?)*
- Engage in assignments focused on: discovery, synthesis, application, problem-solving, communication
- Engagement in real-world questions
- Interaction

### OUTPUTS
*(What counts as good evidence?)*
- Work products
- Critical reflection papers
- Group projects
- Multimedia
- Blogs/Wikis

### OUTCOMES
*(What should improve as a result of efforts?)*
- Critical thinking
- Writing
- Reading
- Problem-solving
- Integrative learning
- Engagement
- Retention

#### Products needed to assess outcomes, “countables”:

**Expected Changes:**
- Short, intermediate, long-term:
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<th>Logic Model</th>
<th>Definition</th>
<th>Academic Assessment Language</th>
<th>Examples</th>
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| **Inputs**  | Resources available to facilitate activities to generate outputs | Resources that generate opportunities for student learning | • Degree granting programs  
• Certificates |
| **Activities** | Programmatic intentionality and structured opportunities for learning (engagement, reflection and interaction) | **Opportunities for student learning** embedded within curricular offerings | • Courses  
• Seminars  
• Field Placements  
• Internships  
• Licensure exam |
| **Outputs** | Perceptions and products from which data can be gathered and connected with intended outcomes of the experience, action, or program | **Direct and indirect evidence** of student learning  
Measures of how well students are achieving learning goals. Factors that influence their learning. | • Writing assignment  
• Course evaluation  
• Thesis/Dissertation  
• Art work  
• Performance  
• Portfolios  
• Sr. Student Survey |
| **Outcomes** | Short-term, intermediate, and long-term effects that can be measured immediately from outputs. | **Student learning goals**; learning outcomes; objectives; competencies  
What students should be able to do upon completion of a course of study | • To use mathematical methods to represent economic concepts.  
• Recognize and appreciate artistic contributions of diverse cultures  
• Apply conflict resolution skills in a learning environment |
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**Feedback Loop:** Use Results to IMPROVE learning opportunities.
Academic Assessment at NYU: Expectations

WHO?

- active programs
  - Bachelors
  - Masters
  - Doctoral
  - Credit & Non-Credit Certificates
**Special Cases: The Birth, Death, and Partnership of Programs**

**New Programs** *(In development stage, no matriculated students yet)*: Prior to program submission to Undergraduate or Graduate Curriculum Committees, submit assessment plan to OAA for review. Results from the 1st round of assessment of a student learning goal will be expected after the first cohort has completed the program.

**Dying Programs** *(No longer accepting new students, but still “alive” until remaining students complete new programs)*: Not required to assess student learning outcomes.

**Active Programs With No Current Students**: *(Listed in the bulletin, but currently no students)*: Program should have on file an assessment plan, with outcomes to assess if/when students enroll and complete the program. Annual reports should reflect the outcomes on file, with a brief statement reflecting that no students are currently enrolled.
SPECIAL CASES: THE BIRTH, DEATH AND PARTNERSHIP OF PROGRAMS

Masters Level/Ph.D. Programs From the Same Discipline

- Distinct Masters (separate admission to Ph.D.): each program is expected to complete an assessment plan
- Ph.D. program (admission to Ph.D. only, with students earning Masters on the way): a single assessment plan is appropriate for both the Masters and Ph.D.

Separate Programs that Share Learning Goals

- Submit a single assessment plan/report for both programs IF: a compelling rationale is provided which demonstrates why the same set of learning goals applies to both programs that make up the dual/joint degree
- OTHERWISE: develop separate assessment plans for each program

Dual/Joint Degrees

- Program Faculty decide if it makes sense to either:
  1. Develop a new, distinct set of learning goals for the dual/joint degree OR
  2. Apply the program goals associated with each program that makes up the dual/joint degree (the assessment plans for the separate programs will also apply to the dual/joint degrees)
ACADEMIC ASSESSMENT AT NYU: EXPECTATIONS

What should programs do?

To Start:
- Articulate purpose of program.
- Articulate what students should be able to do when they complete the program, and how this will be measured.

Annually:
- Gather information (the measures) from a sample of students’ classroom work, from student feedback, and/or other relevant sources, and use that information for decisions and actions that affect student learning.
- Keep records of assessment work and report that work as needed.
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ACADEMIC ASSESSMENT AT NYU: EXPECTATIONS

Assessment Plan Components:

- Program mission statement
- * 3-5 student learning goals
- Identify where in the curriculum goals are introduced, reinforced, and assessed (curriculum map)
- *Explicate how goals will be measured to produce evidence (direct and indirect)
- **GOLD STANDARD:** Identify benchmarks/standards to evaluate results
- Develop a timeline to structure assessment of at least one learning goal each year.
ACADEMIC ASSESSMENT AT NYU: EXPECTATIONS

Annual Program Assessment Report Guidelines

1. Ensure Office of Academic Assessment (OAA) has your program assessment plan on file (if not, submit plan with report)

2. Construct assessment report detailing:
   * The student learning goal(s) assessed by the program that year
   * How, specifically, the goal(s) was/were measured
   * Results
   * Use of Results
      - If possible, submit supporting documentation

3. Submit report to (OAA)
EXAMPLES: COMMON USE OF ASSESSMENT RESULTS

- Changes to curriculum, programmatic structures, or other aspects of students’ course of study
- Changes to the policies, funding, and planning that support learning
- Faculty development
- Re-design or expansion of department assessment: e.g. identify need to gather additional data, use different measures, change methodology, etc.
**But what should the report look like?**

**Content matters over format!**

- Regardless of style, an assessment report is considered complete when it includes:
  - All elements of an assessment plan (program mission, student learning goals, measures)
  - Results (for at least one learning goal)
  - Use of Results (for at least one learning goal)

- For programs that prefer a template to guide the reporting process: see OAA website for optional templates
ASSESSMENT REPORTS FOR PROFESSIONALLY ACCREDITED PROGRAMS: SOME GUIDELINES

Option 1:
Submit accreditation reports with an overview document which details:

- **How** Middle States standards for student learning assessment are met through the external accreditation.
- **Where in the accreditation document** key assessment data can be found: student learning outcomes, measures, curriculum map, direct/indirect evidence, results, use of results.

Option 2:
Extract relevant Middle States data from your accreditation reports, and enter these data in a new report to submit, or using one of the suggested templates on the OAA website.
WHAT IF.....?

A program has not completed an assessment by the reporting deadline?

- Submit an assessment report anyway
- Ensure an assessment plan is completed and on file
- Describe how far you got in implementing your assessment, and why your program was not able to complete the assessment
- Detail the steps you will take to complete your plan, and include a timeline
WHAT IF.....?

A program attempted to complete an assessment, but the plan failed (i.e. biased or incomplete data, etc.)?

- Submit an assessment report anyway
- Ensure a complete assessment plan is on file
- Describe how far you got in implementing your assessment plan, and factors that contributed to the failure
- Detail plans for completing a new iteration of the plan, including changes to the original plan, timelines, etc.
QUESTIONS?