NYU Overview & Guidelines:
Academic Assessment of Student Learning Outcomes

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Assistant Director
Office of Academic Assessment

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The problem with learning outcomes assessment…

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Today

- Context
- Components
- Program Expectations
- Resources
Impetus for Implementation of a Formalized NYU Assessment Program

• Every 10 years, NYU is subject to a comprehensive compliance review by our regional accrediting agency, the Middle States Commission on Higher Education (MSCHE).

• In 2002, MSCHE introduced new accreditation standards focused explicitly on the assessment of curricular and cocurricular student learning outcomes.

• The new standards require institutions to provide evidence of the assessment of student learning outcomes at the program, general education, and institution level, & to show proof that assessment results are used to improve opportunities for student learning.

Between 2009 and 2012, 58% of schools under review were cited for problems with assessment, signifying the serious nature of these new expectations.¹

NYU Academic Assessment Program Objectives:

Objective 1: Develop and maintain ample, sustainable structures and processes that support and grow NYU’s capacity to directly assess student learning.

Objective 2: Annually monitor, document, and support progress with ongoing cycles of academic assessment and evidence-based improvements across all NYU degree and certificate granting programs.

Objective 3: Routinely evaluate and, as necessary, modify existent assessment structures and processes to improve the scope and quality of academic assessment at NYU.

Objective 4: Collaborate with university-wide teaching, learning, and technology initiatives to support innovation and growth in the NYU academic assessment system.
Core Components of the NYU Assessment Program

**Infrastructure (Objective 1):**
- Office of Academic Assessment; NYU Assessment Council; NYU Program-Level Database

**Policies (Objective 2):**
- Outcomes Assessment Expectations and Annual Reporting Requirements for All Degree and Certificate Granting Programs

**Support (Objectives 1,2,3,4):**
- Capacity Building Opportunities and Resources to Grow Program-Level Assessment

**Evaluation & Improvement (Objectives 3 & 4):**
- Assessing Our Assessment Content Analysis Project; Collaboration w/ Teaching, Learning, and Technology Initiatives
# Active Programs for 2013 Assessment Cycle

<table>
<thead>
<tr>
<th>Program Type</th>
<th># Active Programs</th>
<th># Reports Expected</th>
<th># Reports Received</th>
<th>Compliance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single-Degree/Certificate Programs - Individual Assessment Plans</td>
<td>217</td>
<td>216</td>
<td>209</td>
<td>96.8%</td>
</tr>
<tr>
<td>Single Degree/Certificate Programs - Shared Assessment Plans</td>
<td>463</td>
<td>77</td>
<td>74</td>
<td>96.1%</td>
</tr>
<tr>
<td>Dual/Joint Degree/Certificate Programs - Individual Assessment Plans</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Dual/Joint Degree/Certificate Programs - Shared Assessment Plans</td>
<td>134</td>
<td>283</td>
<td>263</td>
<td>92.9%</td>
</tr>
<tr>
<td><strong>Overall NYU Compliance</strong></td>
<td>819</td>
<td>581</td>
<td>551</td>
<td><strong>94.8%</strong></td>
</tr>
</tbody>
</table>

Current Status: Program-level Assessment at NYU
Office of Academic Assessment (OAA)

Academic Affairs

Senior Vice Provost for Planning
Ron Robin

Vice Provost for Academic, Faculty, and Research Affairs
Cybele Raver

Senior Vice Provost for Undergraduate Academic Affairs
Matthew Santirocco

Senior Vice Provost for Academic Planning
Jules Coleman

Academic Program Review
Barnett Hamberger; Brianna Bates

Academic Assessment
Diana Karafin
Office of Academic Assessment (OAA)

Primary Functions:

• Develop, implement, and coordinate university-wide student learning outcomes assessment system
• Research, analyze, and document evidence of student learning outcomes assessment across programs, units, and the institution
• Provide assessment capacity building opportunities for academic programs, faculty, and staff

Key Initiatives:

• Assessment Council
• Consultation Services
• Workshops & Trainings
• Seed Grants for New Assessment Initiatives
• Academic Assessment Website
• Assessing our Assessment
Assessing Our Assessment: Evidence Type

- **Direct**
  - Single Degree/Certificate Programs: 34%
  - Dual or Joint Degree/Certificate Programs: 22%

- **Direct & Indirect**
  - Single Degree/Certificate Programs: 60%
  - Dual or Joint Degree/Certificate Programs: 44%

- **Indirect**
  - Single Degree/Certificate Programs: 10%
  - Dual or Joint Degree/Certificate Programs: 14%

- **No Evidence**
  - Single Degree/Certificate Programs: 12%
  - Dual or Joint Degree/Certificate Programs: 4%
Assessing Our Assessment: Results & Use of Results

<table>
<thead>
<tr>
<th>Single Degree/Certificate Programs</th>
<th>Dual or Joint Degree/Certificate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>94%</td>
</tr>
<tr>
<td>75%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Results Included | Use of Results
Assessing Our Assessment: Assessment Design Validity

- 90% indicators related to outcomes
- 68% multiple indicators used
<table>
<thead>
<tr>
<th>Objective Rating Scale</th>
<th>Objective Results</th>
<th>Holistic Rating Scale</th>
<th>Holistic Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established</td>
<td>66%</td>
<td>Excellent</td>
<td>19%</td>
</tr>
<tr>
<td>Need's Improvement</td>
<td>30%</td>
<td>Good</td>
<td>24%</td>
</tr>
<tr>
<td>Not Established</td>
<td>4%</td>
<td>Acceptable</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below Acceptable</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor</td>
<td>5%</td>
</tr>
<tr>
<td>Unit</td>
<td># Active Programs for 2012-2013 Assessment Cycle</td>
<td># Reports Expected</td>
<td># Reports Received</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>CAS</td>
<td>58</td>
<td>37</td>
<td>37</td>
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<tr>
<td>GSAS</td>
<td>97</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>Dentistry</td>
<td>12</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Gallatin</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Law</td>
<td>15</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Medicine</td>
<td>25</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Nursing</td>
<td>57</td>
<td>4</td>
<td>4</td>
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<tr>
<td>NYUAD</td>
<td>22</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Social Work</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Steinhardt</td>
<td>164</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>Stern</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Tisch</td>
<td>21</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>GIPH</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wagner</td>
<td>18</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>SCPS</td>
<td>161</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>139</td>
<td>287</td>
<td>267</td>
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<td>Academic Assessment Language</td>
<td>Examples</td>
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<td>-------------</td>
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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; 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

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**Feedback Loop:** Use Results to IMPROVE learning opportunities

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Program-level Assessment Policies

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)
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.
ACADEMIC ASSESSMENT AT NYU: EXPECTATIONS

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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)
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.
Questions?

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