I. News & Announcements

II. AY2015 Assessment Cycle Analytics

III. Guest Presentation

Dr. Ellie Fogarty

Vice President, Middle States Commission on Higher Education
News & Updates

- AY2016 reporting season: April 30 – Oct. 15, 2016 & feedback cycle
- Office of Academic Assessment (OAA) hiring new grad analyst for September, 2016
- Congrats to the AY2016 assessment mini-grant awardees
AY2016 Assessment Mini-Grants

• Drew Youngren, Clinical Assistant Professor, Mathematics, CAS
• Nancy Ignazia Rubino, Senior Director of Academic Internships, Office of the Dean of Students, Gallatin
• Deborah Willis, Chair, Photography & Imaging, Tisch
• Toby Lee, Assistant Professor, Cinema Studies, Tisch
• Peter Diamond, Assistant Dean, Liberal Studies
• Todd Meyers, Associate Professor of Anthropology, Social Science Program, NYU Shanghai
AY 2015 Assessment Status

92.5% Compliance Rate

We received 92.5% of the assessment reports expected for the AY2015 cycle.
Compliance Rate AY 2013 - 2015

- AY2013: 97%
- AY2014: 96%
- AY2015: 92.5%
## Overall Compliance – AY 2015

<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 granting programs with Individual Assessment Plans</td>
<td>300</td>
<td>232</td>
<td>215</td>
<td>93%</td>
</tr>
<tr>
<td>Single Degree/Certificate granting programs with Shared Assessment Plans</td>
<td>409</td>
<td>61</td>
<td>56</td>
<td>92%</td>
</tr>
<tr>
<td>Dual/Joint Degree/Certificate granting programs with Individual Assessment Plans</td>
<td>17</td>
<td>13</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>Dual/Joint Degree/Certificate granting programs with Shared Assessment Plans</td>
<td>136</td>
<td>43</td>
<td>41</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Overall NYU Compliance**

<table>
<thead>
<tr>
<th>Total Programs</th>
<th>Total Reports Expected</th>
<th>Total Reports Received</th>
<th>Compliance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>862</td>
<td>349</td>
<td>325</td>
<td>92.5%</td>
</tr>
<tr>
<td>Unit</td>
<td>Compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Abu Dhabi</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU College of Arts and Sciences</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU College of Dentistry</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU College of Global Public Health</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU College of Nursing</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Gallatin School of Individualized Study</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Graduate School of Arts and Sciences</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Leonard N. Stern School of Business</td>
<td>92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Liberal Studies</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Robert F. Wagner Graduate School of Public Service</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU School of Law</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU School of Medicine</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU School of Professional Studies</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Shanghai</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Silver School of Social Work</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Steinhardt School of Culture, Education, and Human Development</td>
<td>69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Tandon School of Engineering</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU Tisch School of the Arts</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NYU Compliance with Academic Assessment Standards

Use of Direct & Indirect Evidence

- Direct & Indirect Evidence: 43%
- Direct Evidence: 38%
- Indirect Evidence: 8%
- No Evidence: 10%
NYU Compliance with Academic Assessment Standards

Results & Use of Results

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>88%</td>
</tr>
<tr>
<td>Use of Results</td>
<td>86%</td>
</tr>
</tbody>
</table>
Required elements to meet MSCHE standard:

- Student learning outcomes
- Direct evidence
- Results
- Discussion of use of results

OAA Assessment Reporting Scale

- **Exceeds Standard**: All required elements + exceptional contextual detail, rigorous design, etc.
- **Meets Standard**: All required elements
- **Partially Meets or Below Standard**: 1 or more required elements missing or no report submitted
NYU Compliance with Academic Assessment Standards

AY 2015 OAA Assessment Rating

- Below Standard: 13%
- Meets Standard: 58%
- Exceeds Standard: 29%
## NYU Compliance with Academic Assessment Standards

### AY 2015 OAA Assessment Rating

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Report Submitted</td>
<td>60%</td>
</tr>
<tr>
<td>Indirect Evidence Only</td>
<td>23%</td>
</tr>
<tr>
<td>Missing Required Component</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Below Standard** 13%
OAA Rating Distribution AY 2013 - 2015

AY2013
- Below Standard: 14%
- Meets Standard: 51%
- Exceeds Standard: 35%

AY2014
- Below Standard: 26%
- Meets Standard: 24%
- Exceeds Standard: 50%

AY2015
- Below Standard: 13%
- Meets Standard: 58%
- Exceeds Standard: 29%
Questions?

Diana Karafin, Director, Assessment & Evaluation
diana.karafin@nyu.edu

Visit the NYU Academic Assessment website
www.nyu.edu/academic-assessment

Call the NYU Office of Academic Assessment
(212) 998-4426
Dr. Ellie Fogarty
Vice President
Middle States Commission on Higher Education
IMPLEMENTING THE REVISED STANDARDS FOR ACCREDITATION
Why Revise?

- Assessment Expectations
- Evolving Pedagogy & Practice
- Resource Acquisition & Allocation
- Regulatory Environment

Students
Guiding Principles

- Mission Centered
- Student Learning
- Innovation
- Continuous Improvement
The Seven Standards

I. Mission and Goals
II. Ethics and Integrity
III. Design and Delivery of the Student Learning Experience
IV. Support of the Student Experience
V. Educational Effectiveness Assessment
VI. Planning, Resources, and Institutional Improvement
VII. Governance, Leadership, and Administration
An accredited institution of higher education

has an appropriate mission (Standard I),

lives it with integrity (Standard II),

delivers an effective student learning experience (Standard III) and

supports the overall student experience, both inside and outside of the classroom (Standard IV).

An accredited institution of higher education

assesses its own educational effectiveness (Standard V),

uses planning and resources to ensure institutional improvement (Standard VI) and

is characterized by effective governance, leadership, and administration (Standard VII).
Key Elements of the Standards

- Mission
- Substantial Measure
- Assessment
- Embedded Topics
- Improvement & Compliance
Key Elements of the Standards

- The role of faculty
- Instructional rigor regardless of level, modality or location
- Student access and institutional affordability
- Innovative practices
- The role of third-party vendors
Implementation of the Standards

Collaborative Implementation Project (CIP) (2016-2017 cohort)

Self-study cohort 2017-2018 and beyond
Simultaneous Process Review

What is the optimal timing of the accreditation cycle?

How can the Commission make better and more efficient use of institutional data?

How can institutions establish better linkages between the self-study and ongoing institutional improvement processes?
Moving Forward

- Revised Standards
- Revised Processes
- Revised Publications
- Revised Training
Questions?
<table>
<thead>
<tr>
<th>New Standard</th>
<th>Assessment Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I: Mission and Goals</strong></td>
<td><strong>Criterion 4.</strong> “Periodic assessment of mission and goals to ensure they are relevant and achievable.”</td>
</tr>
<tr>
<td><strong>Standard II: Ethics and Integrity</strong></td>
<td><strong>Criterion 9:</strong> “Periodic assessment of ethics and integrity as evidenced in institutional processes, practices, and the manner in which these are implemented.”</td>
</tr>
<tr>
<td><strong>Standard III: Design and Delivery of the Student Learning Experience</strong></td>
<td>**Criterion 8:” Periodic assessment of the effectiveness of programs in providing student learning opportunities.”</td>
</tr>
<tr>
<td><strong>Standard IV: Support of the Student Learning Experience</strong></td>
<td>**Criterion 6:” Periodic assessment of the effectiveness of programs supporting the student experience.”</td>
</tr>
<tr>
<td><strong>Standard V: Educational Effectiveness Assessment</strong></td>
<td>**Criterion 5:” Periodic assessment of the effectiveness of assessment processes for the improvement of educational effectiveness.”</td>
</tr>
<tr>
<td><strong>Standard VI: Planning, Resources, and Institutional Improvement</strong></td>
<td>**Criterion 9:” Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.”</td>
</tr>
<tr>
<td><strong>Standard VII: Governance, Leadership, and Administration</strong></td>
<td>**Criterion 5:” Periodic assessment of the effectiveness of governance, leadership, and administration.”</td>
</tr>
</tbody>
</table>