

NYIT Assessment Committee
Guidelines for Program Assessment Plans and Reports

Your 2009-2010 assessment plan and assessment reports are part of the ongoing assessment process in your program. Each learning outcome will over the years be assessed with a direct learning outcome measure or measures, along with complementary indirect measures; however, you do not have to analyze data from all of the learning objectives every year.

Each year, select a couple of measures for certain learning outcomes as the focus of your action plan, and work in detail with those data. You want to keep the process manageable and focused.

For example, based on data collected the prior year, you might find an area in which students are not able to do what you want them to be able to do as well as you'd like them to do it. Your action plan for the next year may be to introduce a new way of doing things (in the curriculum, or in the way some courses are taught, or. . .). Your assessment plan for the next cycle may then be to repeat the same measure(s) to judge how the changes worked. Or, you might wait until the change has been in place for a year or two to repeat the same measures and assess effects.

Or, you might be pleased with outcomes measured this cycle. Your action plan may be an enhancement rather than a remedial action. Your assessment plan for the next cycle will look at a different aspect of what you want students to be able to do, to ask "How are we doing" about something else.

Some years your assessment plan for the next cycle might introduce a modification of the original learning outcome goals that grows out of previous findings.

NYIT Assessment Committee Guideline for Program Assessment Plan

Date:

Time:

In attendance:

Absent:

1. **Select Learning Outcomes:** Articulate which program learning outcomes will be measured during the period of the plan.
2. **Identify measures:** (For a one-year cycle assessment plan, we suggest you use at least one direct, and one indirect measure.
 - Direct measures: Course-embedded assessment, portfolios, internships, capstone courses, thesis, research project, standardized tests, etc.
 - Indirect measures: student survey, exit interview, alumni contact, employer survey

For example, one department wrote this:

“The department has decided to use a rubric (in attachment 1, developed by Dr. Arbudabu) to evaluate the capstone project, which will assess learning outcome 5 & 6) and a graduating student survey, which will assess learning outcomes 1 & 8 (in attachment 2) for the program assessment in year 2009-2010.”

If you have any rubrics, check lists, or criteria for evaluation, please attach them.

3. **Identify benchmark for “success”**
 - Consider the acceptable performance level, that is, what percentage of correct answers will be acceptable, how many errors will be permitted, when using home developed measures such as examinations grades, rubrics, etc.
 - In nationally-normed tests, identify number of students or percent exceeding the mean score.
4. **Implementation Plan and Timetable**

Sketch out a timetable identifying when to collect the data, who is going to be responsible, when to discuss the results, etc.

NYIT Assessment Committee Guidelines for Program Assessment Report

Date:

Time:

In attendance:

Absent:

- 1. What program and student learning outcomes have been assessed?**

- 2. What measures (attach the criteria for assessment) were used for the assessment?**

- 3. What were the important findings?**

- 4. What changes/improvements were made to the program as a result of the assessment?**

- 5. Select one action item the faculty believes may enhance student learning. Decide who will be responsible for the action, and establish a timeline for completion.**

- 6. What additional assessments are planned for the future?**