This is the second annual report on Assessment prepared by the Assessment Committee of NYIT’s Academic Senate for use by the NYIT community. The purpose of the report is to draw attention to assessment-related actions and outcomes by the committee, the faculty, and the administration during the year and to make suggestions for improvement. The ultimate goal is to improve student learning at NYIT.

In the Committee’s May 1, 2009 report to the Senate, it made two recommendations to improve assessment throughout the university that were acted upon this year:

- Educate committee members about the core curriculum assessment process and integrate core curriculum program revisions and assessment into the committee’s schedule

- Integrate global assessment

The foundation was laid for assessing the seven learning outcomes in the revised core curriculum

The new core curriculum, to be implemented in September 2010, is outcomes-based. In Spring 09, all undergraduate degree programs made revisions in their degree maps via Curriculum Committee processes to accommodate the new core sequence.

Core Learning Outcomes within the Majors

At the fall Assessment Day (September 2, 2009), all undergraduate faculty met at the Manhattan campus. In the morning they heard a presentation from members of the core committee on aspects of the new curriculum. This presentation was shared, live, faculty in Bahrain and Jordan participating by video-conference and in Abu Dhabi via teleconference.

Program faculty met in afternoon sessions and began integrating the seven core competencies into the majors. Each was interpreted within the context of the discipline, and faculty decided which major courses would reinforce each competency through to graduation, and chose artifacts that could be sampled for core assessment purposes. Revised program outcomes matrices, due to the Assessment Committee in December 2009, are posted on the “Plans and Reports” page (http://www.nyit.edu/planning/outcomes_assessment/academic_assessment/) on the Assessment web site.
Assessment Process for Core Learning Outcomes

The annual assessment process as defined by the Assessment Committee contains a provision for integrating assessment of core learning outcomes:

In addition to program-specific outcomes, assessment plans for undergraduate programs also include assessment of one core learning outcome per year, designated by the Assessment Committee to be examined across the university, intended to stimulate conversations about improving general education outcomes among the full range of departments and schools.

At its April 2010 meeting, the Assessment Committee decided to designate the core “Communication” learning outcome as the institutional focus for the first year of delivery of the new core curriculum (all undergraduate programs will assess this outcome as well as one or more program-specific outcome; graduate programs will participate in discussions about how well graduating students’ communication skills meet the needs of graduate study in their areas). This will establish a baseline level with which future assessments can be compared.

It was also agreed that in the coming weeks the committee would seek input from the wider faculty about which individual core outcomes should be the focus for each of the next 5 years in order to create and publish an institution-wide schedule. The Assessment Day program subcommittee will consider whether the common focus on assessing “communication” learning outcomes should be a topic on one of next year’s Assessment Days.

Assessment Committees were formed and active at NYIT’s global campuses

In November 2009, the president of the Academic Senate, the Provost, the Dean for Accreditation and Assessment, Global Academic Programs, the Director of the Center for Teaching and Learning, and the Assessment Committee chair held meetings (via tele- or video-conference) with assessment committees at each of NYIT’s global campuses and gave them their charge:

- The work of Assessment Committees on global campuses is the same as the committee in New York.
- Members review annual assessment plans and reports submitted by assistant deans on the campus, and prepare feedback for program faculty on each.
- The committee, in consultation with the campus and academic deans, set a schedule that is appropriate for the campus.
- In the spring, committee members reflect on the year’s assessment activities and develop input for the formal report on assessment across the university.
- If at all possible, the committees on all campuses “meet” electronically to discuss their collective recommendations prior to the preparation of the annual report.
As anticipated, the activities of committees on global campuses focused on local priorities, with the table below giving highlights for each. Members of each committee are given as Appendix I.

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<tr>
<th>Location</th>
<th>2009-2010 Assessment Highlights</th>
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| Abu Dhabi, UAE         | Assessment Half-Day, March 11, 2010  
  - Meeting with all faculty  
  - Each School extracted the relevant Plans and Reports from the web site  
  - Best Practice Presentation: School of Management faculty  
  Assessment Half-Day, March 18, 2010  
  - Academic Honesty  
  - Plagiarism                                                                                                                                                     |
| Amman, Jordan          | Upon discussion of learning outcomes, it was decided by the group to use the Program Learning Goal #2 from the School of Management (“Use technology as a decision-support tool in business and in the major”) as a “best practice” case study during Assessment Day on April 29 |
| Manama, Bahrain        | The focus for 2010 was to address Recommendations 14,15,16,19,20,24,30,31 for the NYIT-Bahrain Improvement Plan  
  - Assessment Day, February 21, 2010  
  - Committee Meeting, March 7, 2010  
  - Committee e-Meeting, March 31, 2010                                                                                                                                 |
| Nanjing, PRC           | First committee meeting: April 23, 2010                                                                                                                                                                                         |
| Vancouver, Canada      | Analyzed final grades and competency/knowledge outcomes for the same courses taught in different formats; found no substantial differences.  
  May 1st: Learning Outcome Assessment Day: analysis of samples of student work; identified trends and made recommendations for improvement. |
Faculty expertise was developed and supported

Web Resources.
The Assessment web site’s Resources section has been expanded and workshop materials posted. http://nyit.edu/planning/

Consultation.
Members of the Student Learning Outcomes subcommittee of the Curriculum Committee continue to review new course syllabi for learning outcomes and assessment methods and provide helpful feedback on how to improve them.

In addition, assessment staff offered consultation and support to the following programs: Communication Arts, Energy Management, English, Environmental Technology, Fine Arts, Interior Design, Libraries: Information literacy, Mechanical Engineering, Math Learning Center, Student Affairs, ESL program.

Assessment Days.
More than 200 faculty members participated in each of two Assessment Days. See Reports from each program on the Assessment web site “Plans and Reports” page (http://www.nyit.edu/planning/outcomes_assessment/academic_assessment/).

For undergraduate faculty, the September 2, 2010 Assessment Day was devoted to integrating the new core curriculum into their program assessment plans (see above). Faculty from graduate programs spent the day working on aspects of their annual plans.

The January 20, 2010 Assessment Day agenda was developed by a Program subcommittee. It featured a morning session with Neil Howe, best-selling author (Millennials Go to College) and authority on generations in America, on the topic: “Who Are Our Students and How Do They Learn?” Afterward, faculty broke into groups to discuss the implications of Howe's research as it pertains to their own teaching. A faculty survey was conducted following the January session. The majority indicated the format and the speaker were useful. Those who did not like it wanted to spend the time on program assessment work exclusively.

Conferences.
To further a culture of assessment, the Deans’ and Provost’s offices provided financial support for faculty members to attend relevant assessment conferences. In October 2009, seven participants attended the 2009 Assessment Institute at Illinois University-Purdue University, Indianapolis; faculty members in Architecture, Engineering, Medicine, Nursing, and Occupational Therapy attended assessment workshops in connection with professional accreditations.
2009-2010 Outcomes

- Faculty Members prepared Assessment Plans for 2009-2010
  - 100% of academic programs submitted Assessment Plans for the coming semester for committee review and feedback

- Faculty Members Assessed Student Learning Outcomes within Academic Programs and made reports to the Assessment Committee.
  - 100% of academic programs submitted mid-year status reports on 2009-2010 assessment activities.

At a special all-day meeting on February 12, 2010, members of the Assessment Committee reviewed the progress reports submitted by all NYIT’s academic programs and provided feedback to program chairs and deans. In some cases, program chairs and deans were present at the meeting and the committee found it useful to hear their presentations. They plan to continue the practice in future to facilitate clearer communication.
Appendix I: Global Campus Assessment Committee members

Abu Dhabi, UAE
- Tim Keating (Campus Dean)
- Faisal Al-Khateeb (School of Management)
- Mirek Majewski (Arts & Sciences)
- Mustafa Sanver (School of Engineering & Computing Science)
- Raed El-Zenaty (Institutional Research and Assessment)

Amman, Jordan
- Linda Smail (College of Arts and Sciences)
- Raed Zitar (School of Engineering & Computing Science)
- Ghassan Omet (School of Management)
- Tim Falade (School of Management)
- Melissa Boss (ELI, English)

Manama, Bahrain
- Dottie Lewis (Campus Dean)
- Muhamad Abdulghafour (School of Engineering & Computer Science)
- Amba Muni Sekhar (School of Management)
- Muath Eleswed (School of Management)
- Peter Dorsey (School of Architecture and Interior Design)
- Dina Fakhrawi (College of Arts and Sciences)
- Amal Jasser (College of Arts and Sciences)

Nanjing, PRC
- Doug Van Weiren (School of Engineering & Computer Science)
- Keh Kwek (School of Management)
- Katyna Johnson (College of Arts & Sciences, English)
- Geoffrey Bell (College of Arts & Sciences, Communication Arts)

Vancouver, Canada
- Petra Dilling (Campus Supervisor)
- Kim Burkhardt (part-time Department Assessment Director, SoM)