Annual Report on Student Learning Outcomes Assessment at NYIT
AY2012-2013

Assessment Committee, Academic Senate

SEPTEMBER 24, 2013

This is the fifth annual report on student learning outcomes assessment prepared by the Assessment Committee of NYIT’s Academic Senate for use by the NYIT community. The purpose of these annual reports 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.

The Assessment Committee of NYIT's Academic Senate is the institutional unit that brings together all program assessment activities at the university - for programs with and without professional accreditation, for programs at all locations, for programs given through all delivery mechanisms. The committee members come from all academic schools and numerous support departments. Its meetings are open and minutes are posted on the Academic Senate web site at http://my.nyit.edu/group/academic-senate/assessment.

2012-2013 Outcomes

- 100% of academic programs submitted Assessment Plans for AY 2012-2013 and reported on the assessment activities and analyses they undertook during the year, the conclusions they drew, and the actions they took to improve student learning.

- 100% of academic programs also submitted plans for improving the quality of their assessment processes and reported on the changes they made.

- Assessment Committee members, as agreed, reviewed, discussed and provided feedback to faculty and deans.

- The work of two senate committees culminated in the adoption of a revised, more ambitious definition of the core learning outcome “Global Awareness/World View and faculty continued to assess the “Communication” competency.

- Meaningful assessment work continued on NYIT’s global campuses.
ANNUAL PROCESS FOR STUDENT LEARNING OUTCOMES
ASSESSMENT IN ACADEMIC PROGRAMS

The elements of NYIT's annual process for assessing student learning outcomes in academic programs are:

- Faculty members create annual assessment plans: they agree on which aspects of their programs will be assessed and how, assign responsibilities, and establish timelines.
- In addition to program-specific outcomes, assessment plans for undergraduate programs also include assessment of a core learning outcome designated by the Assessment Committee to be examined across the university.
- Assessment plans for the year are submitted to the committee, which reviews and discusses them and provides feedback to the dean and program faculty.
- The plan is implemented: data are collected and analyzed and an improvement action plan is developed.
- Assessment reports for the year, summarizing the assessment activities, analyses, and improvement plans are submitted to the committee, which reviews these documents and provides feedback.

ACTIONS TAKEN IN RESPONSE TO ASSESSMENTS
TO IMPROVE STUDENT LEARNING

A summary of AY 2012-13 actions, by program, follows. To enable sharing of best practice, the detailed plans and reports for each program are posted on the Planning and Assessment web site where they are available to all faculty (http://www.nyi.edu/planning/outcomes_assessment/academic_assessment/).

School of Architecture and Design

Architecture. Based on reviews of student work faculty made a variety of changes to curriculum, including:

- Revised the instructions for and sequence of design projects in the course book for AAID101/102 to improve students’ ability to develop spatially rich volumes in their model making skills.
- Following assessment of student work through the Visualization sequence (AAID 140/240, ARCH 340), some case studies were simplified, a new exercise was introduced to familiarize students with the 2D interface in AutoCAD, and there is more emphasis on use of 3D Studio Max and post-production in Photoshop.
- Made revisions in ARCH 201/202 to strengthen teaching of tectonics and introduce tectonic systems to better prepare students for upper level studios and more mature design expression.
• Revised ARCH 301/302 to include enhanced specifics on zoning; encouraged instructors
to provide zoning guidelines and emphasize on ADA requirements.
• The participation of four “experts” (architects with specialties in environment, building
systems, structure and façade) in ARCH 401 (Design 6) appears to have increased
students’ capacity to make decisions across scales while integrating the various skills
required of Comprehensive Design, as intended. In response, the number of expert
workshops, introductory lectures and participation in design reviews will be increased.
• When actions to ensure consistent delivery of content across the sections of the
technology sequence (ARCH 221, 222, 272, 324, 325) and assessment of student work
against baseline objectives showed 85% satisfactory performance, adjustments were
made to the emphasis placed on those performance tasks needing improvement.
• Faculty responsible for the Structures sequence (ARCH 211/311/312/313/411) examined
two outcomes: 1) Ability to think critically and analyze effectively and 2) Ability to
apply basic structural principals to solve problems and agreed that introducing more in-
class problem-solving sessions and assigning several small projects throughout the
semester would improve performance.

Interior Design. Faculty focus was on preparing a self-study for reaccreditation and then
organizing evidence for the site visit. The program was reaccredited for six years. Four retreats
were held during the summers of 2011 and 2012 focused on documenting compliance with the
CIDA standards. This standards review continued over the two years, partly driven by updating
the matrix to reflect changed standards and proposing changes to the curriculum. Syllabi for
courses were reviewed, learning objective now relate to projects. Formal portfolio reviews occur
after AAID 101 Design Fundamentals I and AAID 102 Design Fundamentals II and at the end of
DSGN 202 Interior Design II in the 4th semester. Subsequent assessment occurs on an ongoing
basis via formal student course evaluations, ongoing faculty review of work, internship
employer’s reviews, career services and alumni surveys and advisory board/alumni participation
in year-end reviews.

College of Arts and Sciences

Behavioral Sciences/ Psychology/ Criminal Justice. Last year, student learning outcomes in
the area of descriptive and inferential statistics were found to be lower than desired. After
revising the assessment methods they had used in the prior year, faculty re-assessed the learning
for this outcome. Student work was collected and analyzed from labs, projects and final
examinations in PSYC 210 and PSYC 370. Results indicated apparent improvement compared to
last year’s results, although a sufficient number of students performed poorly on cumulative final
examinations that they have arranged for Supplemental Instruction sessions for the courses and
will encourage struggling students to attend.

Communication Arts/Advertising: Communication Arts joined with Advertising faculty to
examine two learning outcomes: Critically analyze the historical, social and cultural impact of
the media on our global society, and Demonstrate written, oral and interpersonal
communication skills appropriate to the profession. Changes to improve student learning include
(1) addition of a module on comparative broadcast history with a specifically global focus to COMM 210 and (2) increasing emphasis on historical data and global implications in online discussions and research papers in COMM 401.

**Fine Arts.** Faculty focus was on assessing critical thinking in the studio classroom, which they define as “Students will be able to use the language of art and design effectively to identify the necessary elements in critically analyzing the work being reviewed.” Faculty collected samples of student work in the first and second level MFA courses, Computer Graphics BFA courses and Graphic Design BFA courses and reviewed them using rubrics covering the areas of concept development, thesis clarity, design and composition, drawing ability and aesthetic acuity, and the ability to express the concept of the project in words. Actions to improve learning in this area include (1) communicate more clearly to the students about the criteria for assessment for peer critiques, with a clear explanation of the grounds on which the assessment is done. (2) use examples of student work from prior years to illustrate standards; (3) include writing components (such as a class blog) that engage the student in ongoing and active discussion with the professor about assignments throughout the semester; (4) require that background research and analysis of data is an intergraded part of the design process; (5) require students to provide a self-critique at midterm and final evaluation delivered with their oral presentation of the work; (6) provide consistent feedback on not just students’ work but also their critiques and comments, both online and in F2F meetings.

**Interdisciplinary Studies.** Faculty evaluated students’ Capstone projects from IDSP 410 in which students analyzed their neighborhoods from a multidisciplinary perspective. Despite prior actions directed at course redesign to improve learning, the majority of students are still not meeting the four IDSP learning outcomes at a reasonable level. IDSP students are clearly not career-ready, cannot talk convincingly about their majors, and are not strong researchers. In light of the continuing problems with students’ research, ISDP faculty developed a new version of the IDSP 410 Capstone to be introduced in Fall 2013 which continues to emphasize interdisciplinary awareness (Learning Outcomes 1-4), but integrates this awareness in a career preparation form. Rather than being an “intellectual exercise” that they devote as little time to as possible to, they will see that the Capstone is designed to prepare them for their careers by getting them to think critically about their skills, their areas of study, relevant research, and the options open to them. They will also be asked to take action to begin career planning while still in college.

**Life Sciences.** Under the leadership of a new department chair, faculty have developed new B.S. degree programs in Chemistry, Biology, and Biotechnology. They defined program learning outcomes, mapped them in the curriculum and for the first time, collected data across the curriculum (related course work from introductory and higher level-courses) and campuses. The results were discussed and faculty (1) recommended changes to BIOL 110 & BIOL 410 that will more coherently address the program learning outcomes and (2) planned further analysis and discussion to account for significantly different scores between students on NYIT’s two New York campuses on the same test in CHEM 110.

**Political Science.** This year’s assessment effort was on students’ knowledge in the political science areas, and students’ ability in critical thinking and written communication skills. Faculty
collected final examinations and projects (10-15 page essay) in seminar courses and analyzed them; the results met standards. Alumni survey results indicated satisfaction with learning outcome attainment. As a result of this year’s assessment effort a new seminar course, American Government and Politics, The Presidency of Barak Obama, was introduced into the curriculum.

School of Education

Teacher Education. M.S Teacher Education: The program assessed the 18 criteria identified on the Teacher Work Sample (TWS) rubric. The analysis of the TWS data has led to a revision of the content of the student teaching seminar, a revision of the TWS rubric and the Teacher Education Program. The effect of these changes will be re-evaluated next year.

Instructional Technology. M.S. Instructional Technology Program has been using TaskStream to support assessment of each program learning outcome. During AY 2012-2013, measures of each program learning outcomes scored 2-3 out of 3, meeting the benchmark. The faculty also worked together to update the curriculum to conform to changes in program accreditation standards [International Society for Technology in Education (ISTE) and National Educational Technology Standards for Coaches (NETS-C)] including development of three new courses which will have keystone assignments aligned to the new standards. The current keystone assessments and technology skills assessments will be replaced with new assessments and rubrics a new Direct Response Folio (DRF) using the TaskStream system.

School Counseling. M.S. School-Counseling has evaluated all program learning outcomes using keystone assignments, classroom activities, and field experiences. Data analysis indicated that students have met the benchmarks. The program applied for accreditation from CACREP, prepared a self-study, and hosted a visiting team in July, whose report indicated the program met all standards.

Leadership and Technology. The program was reviewed by the Educational Leadership Constituent Council) ELCC in 2012 and was “Nationally Recognized with Conditions.” Assessment activities have therefore involved reviewing the conditions and determining which assessments require revision. One change has been to alignment with the NYSED content specialty test and the NYIT candidates success rate, especially in the EDLT 845 Internship and Seminar.

School of Engineering and Computing Sciences

Computer Science, Electrical & Computer Engineering, Mechanical Engineering/Information Technology. Faculty in the four programs have worked together to address the ABET accreditation visiting team’s concerns regarding the quality of evaluation of two Student learning outcomes. For the first (“ability to function on multidisciplinary teams”) a rubric was created that specifies specific elements of teamwork. Faculty members have used the rubric as a guide to creating more opportunities for students to practice. It will be shared with the students and used to evaluate their learning. For the second (“understanding of professional and ethical responsibility”), faculty agreed with the team’s suggestion to use two approaches: a required course in engineering ethics plus adopt an “Across-the-Curriculum” approach, adding more
ethics-related case studies to many courses (see examples at NAE's Online Ethics Center for Engineering and Research [www.onlineethics.org](http://www.onlineethics.org)).

**Computer Sciences, Electrical & Computer Engineering (M.S.)** In an effort to make their assessments more meaningful and their process more manageable and sustainable, faculty streamlined their assessment matrix – choosing only the most relevant courses as places where students develop the knowledge and skills that make up the outcome and/or where those outcomes are assessed. This revised matrix was shared with other programs in the school as a model.

**Information, Network and Computer Security (M.S.).** Faculty updated the program learning outcomes to reflect the discipline standards. The curriculum was re-mapped to the new program learning outcomes and course-embedded assessment will be in place for the next academic year.

**Electrical and Computer Engineering Technology /Telecommunications Network Management** faculty assessed program learning outcomes a-k using their FCAR (Faculty Course Assessment Reports) system to record and summarize input from faculty teaching the courses where assessments are indicated by the plan. Average scores for all outcomes were above the benchmark values of 1.5/4. On average, students performed as well as expected by the department. Faculty have begun to consider revising their current assessment instruments to more finely assess student learning outcome results.

**Energy Management (M.S.)** With rapid developments in energy-efficiency equipment, and energy management systems and in consideration of student learning outcomes, the department convened a stakeholder review of program learning outcomes and curriculum. Recommendations were made to make changes to five courses during AY 2013-14 including clarifying expectations for energy audit reports, providing students with checklists for maintenance requirements in multiple industries, distribute reference materials for residential, commercial and industrial electricity consumption for countries in various stages of development, and providing more practice in economic analysis.

**Environmental Technology.** Report did not meet committee specifications.

**School of Health Professions**

**Nursing.** The department has made program, administrative and curricular decisions related to three aspects of culture and professional behavior competencies in the nursing education in 2012-2013 Academic year. The faculty, at the annual Curriculum workshop held in May 2013, completed the revision of the curriculum mapping in preparation for the Interim Report due to CCNE December 2013.

**Health Science and Clinical Nutrition.** Based on student survey results, the department has developed and distributed an instructor manual including guidance on reasonable response time for e-mail questions from students and allowed student the option of taking their practicum during the junior year. Direct measure of student learning on program outcomes 1 and 5 was done through analysis of a term paper and scores met the benchmarks. The rubric used for
assessing program learning outcome 1 will be reviewed with the adjunct faculty members before applying it in the next assessment.

**Mental Health Counseling.** Program to be discontinued based on conclusions of program review.

**Occupational Therapy.** Faculty focused assessment work on Student Learning Outcome #5: “Select, utilize and interpret appropriate screening and evaluations based on client needs, available evidence, theoretical perspectives, models of practice and frames of reference” (ACOTE Standard B.4.1-4.10), and Student Learning Outcome #6: “Create and implement intervention plans designed to facilitate occupational performance and participation” (ACOTE Standard B.5.1-5.28). Faculty evaluated student work samples and made recommendations which will be implemented in AY 2013-14; the same outcomes will then be re-evaluated: (1) refine course assignment rubrics; add case studies to practice courses; implement the standardized patient project (funded by Teaching and Learning with Technology grant),

**Physician Assistant Studies.** After noting a drop in the first-time pass rate of the 2012 graduates on the Physician Assistant National Certifying Exam (PANCE) (88% as compared to the class of 2011 [96%] and 2010 [94%]), the faculty surveyed students on how they had prepared. Based on survey results, the faculty recommended offering students two new mock board exams so they can better assess their knowledge as an aid to study. Additionally the faculty will encourage students to take a review course and, next year when the students return for their monthly callback, the Director of Clinical Education will include a board review lecture on the agenda.

**Physical Therapy.** Faculty evaluated students’ communication skills and overall performance in physical examinations after an extensive video-taped (iPad) case study had been introduced into the curriculum. Results showed students’ overall performance and communication skills were significantly better than those of the comparison group (assessed before the iPad video-taped practice was introduced).

**School of Management**

**B.S.BA.**

During 2012-2013, B.S.B.A faculty re-evaluated data for goal M401 (analysis in support of a business plan) which was identified as a weakness in the prior year. Faculty believe their interventions were effective as the overall GVS score increased from 2.83 to 3.19. Faculty went on to identify goal M102 (solve a business problem in a functional area) as the focus of AY2013-14 academic year because the GVS score dropped from 3.23 to 3.05. In response, faculty will: (1) add more formative assessment, (2) modify the assurance of learning validation, (3) and add new topics in the class to address problem-solving in business. The effectiveness of these interventions will be reevaluated by the end of this academic year.
The B.S.B.A faculty also considered inputs from the first annual SOM joint executive Council/Business Advisory board meeting, and made modifications to 4 core courses in response to suggestions.

**MBA**

Faculty evaluated GVS results and found that the outcome “analyze business ideas and communicate and support recommendations” got the lowest score. Believing that this outcome is critical to graduate students’ success in the workplace, they will take steps to improve it, including: (1) addition of formative assessment, (2) modification of the assignment used to assess the outcome, and (3) adding more related topics in the course. In addition, 24 out of 69 master syllabi were revised during AY2012-13 with re-defined course-specific learning goals, and re-designed assignments to validate both course and program learning goals.

**M.S. in Human Resources and Labor Relations**

Faculty reviewed and revised master syllabi for the program and developed rubrics for assessing program-level learning outcomes. The rubrics will be implemented first time in the fall 2013 semester.

**College of Osteopathic Medicine**

During the AY2012-2013 academic year, the College of Osteopathic Medicine faculty focused on improving the methods they have for assessing students’ medical knowledge. In addition to working to improve course-embedded assessment, the College has led an initiative to create a “National Examination Question Bank” that tests the osteopathic medical knowledge. They have invited other osteopathic medical schools to contribute multiple choice test questions according to defined criteria. Currently three member schools have each contributed 300 questions for a free exchange of the other members’ questions. It is anticipated that this will establish a preliminary data base to begin a trail by the end of 2013 calendar year. The school has also begun to develop a system to identify at-risk students.

**ASSESSMENT OF CORE LEARNING OUTCOMES (UNDERGRADUATES)**

Redefining the core learning outcome “Global Perspective/World View”

During AY 2011-2012, the Institutional Development Committee of NYIT’s Academic Senate took on the task of exploring community understanding of what student learning outcomes should be when NYIT is a “global university” through a series of faculty/student forums at NYIT sites in New York (Manhattan and Old Westbury), Vancouver, China (Nanjing), and Abu Dhabi. Based on the results of these sessions (and the consensus that emerged among faculty and students at all locations about what), the committee proposed a revised definition for the “Global
Perspective/World View” in the undergraduate core curriculum to better reflect the institution’s evolving understanding of the nature of globally competent citizenship. The Curriculum Committee considered their suggestions during AY2012-2013 and the Academic Senate adopted their revised proposal at its meeting on April 5, 2013. The revised outcome can be found: http://www.nyi.edu/arts_and_sciences/core_curriculum/

As a result, the Assessment Committee decided that it would be appropriate to focus in AY 2013-2014 on mapping the revised outcome to curricula and conducting an assessment of student learning according to the new criteria. The program for the fall Assessment Day (August 28, 2013) was developed to get these activities underway in all degree programs and in core seminar courses.

Assessment of Learning Outcomes in Core Courses

Written Communication

In order to analyze the efficacy of the curricular changes and actions taken in response to the prior year’s assessment faculty repeated the process of assessing the persuasive essays of students taking FCWR 101 using a rubric they had developed. Despite the changes made to instruction, the assessment again showed students to be weak in reasoning against a claim and in writing conventions (grammar, mechanics and syntax.) Recommendations to improve include: continuing the efforts begun last year in introducing the persuasive essay; encourage greater use of the writing center outside class; assign good writing handbooks and assign grammar activities that are meaningfully scaffolded to the course assignments; explore using the self-guided online grammar exercises (Mywriting Lab) created by Pearson.

Faculty also used faculty-developed rubrics to evaluate student writing (job applications and cover letters) in the junior-year Professional Writing (FCWR 3xxx) courses. The analysis suggests that students’ are strongest in formatting, and relatively weak in introduction content, main content, and writing conventions. Actions to improve learning include: developing a more extensive module on job application letters (in cooperation with Career Services) and referring students to the Career Services online tools (which include letter-writing tips).

STUDENT LEARNING OUTCOMES ASSESSMENT AT NYIT’S GLOBAL SITES

Abu Dhabi, UAE

During AY 2012-2013 faculty in Abu Dhabi assessed three learning outcomes in the BSBA and the MBA, two outcomes in the BFA in Interior Design, and one outcome in the core curriculum. In the school of management, actions taken to improve student learning include assigning faculty and student teams to develop new teaching materials for questionnaire design, data collection, APA style guidelines, use of SPSS, use of Bloomberg and other financial technology tools; a
rubric for evaluating in-class presentations; and training materials for faculty on the use of
Turnitin software. In Interior Design, faculty evaluated student work to determine their level of
competency in several elements of the design process during each of the four years of the
program. Faculty developed and used rubrics to assess students’ reports of interviews, conceptual
diagrams, case studies, adjacency matrices, bubble diagrams, area matrices and blocking
diagrams. Going forward, students will be given these rubrics at the time of the assignment and
faculty will be trained in helping students use the rubrics to guide their work. Faculty in the
college of arts and sciences evaluated students’ writing in the two freshman writing classes
(using a rubric); difficulty interpreting the results led them to conclude they needed to
standardize the assignments in future.

Vancouver, Canada

Regular meetings during AY 2011-2012 were held by the Assessment Committee of the MBA
program in Vancouver with a focus on developing contextualized learning goals (and
validations) for all 13 required core courses and several electives. When they followed up this
past year by assessing student work, using the same standardized rubrics, they saw an
improvement in the score for learning outcome 3G from 2.74 to 3.32 (Lead effectively,
particularly in an uncertain global environment) and for outcome 3M from 3.14 to 3.34 (Identify
and analyze country/region-specific contemporary business issues; establish and effectively
communicate and support recommendations). They attribute the improvement to the
intervention and plan further follow-up next year.

Nanjing, the People’s Republic of China

During fall semester 2012, faculty in Nanjing assessed one learning outcome in each of the four
majors plus two core subjects: science and English. Overall, faculty found that students meet
competency goals in technical subjects, but results are more mixed for writing and other English
language-related outcomes. For example, in Electrical and Computer Engineering, the largest
major, results for: “An ability to apply knowledge of mathematics, science, and engineering”
showed high levels of competency. Follow-up actions led to proposals to build on strength by
continuing/extending activities involving programming, mathematics and mathematical
modeling. In contrast, assessment of writing in the BS in Business Administration and other
programs showed fewer than half of the students satisfactorily organizing their writing and
evidence around a clear thesis. Actions to strengthen programs at the writing center, ELI
instruction, and new initiatives by faculty in the majors are planned. In addition, the Assessment
Committee recommended that next year’s committee “collocate all language-related program
outcomes and address these collectively and with a well-designed interdisciplinary effort rather
by small, individual mechanisms operated by individual programs.”
## ACTIONS TAKEN TO IMPROVE PROCESSES FOR ASSESSING STUDENT LEARNING OUTCOMES

In addition to supporting and monitoring student learning assessment in academic programs, in AY2012-2013 the Assessment Committee began to look toward improving assessment quality in a systematic way. The January Assessment Day “Leadership Session” (see page ##) kicked off efforts in all academic programs to review and improve their processes.

The table below gives examples of actions taken during AY 2012-2013 to improve student learning assessment processes.

<table>
<thead>
<tr>
<th>Program</th>
<th>Criterion</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>#4: Outcomes available</td>
<td>Program and Course learning outcomes are made available to students through syllabus, and student’s feedback regarding the attainment of learning outcomes are collected through student survey in addition to direct course embedded assessment.</td>
</tr>
<tr>
<td></td>
<td>#7: Use multiple measures</td>
<td></td>
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<tr>
<td>Behavioral Sciences</td>
<td>#4: Outcomes available</td>
<td>Posted program learning outcomes on web site, syllabi, discussed with students</td>
</tr>
<tr>
<td></td>
<td>#6: Use benchmarks</td>
<td>Faculty reviewed the program learning outcomes vs. the Lumina Foundation’s Degree Qualification Profile and planned to revise the program learning outcomes and the curriculum in 2013-2014 academic year.</td>
</tr>
<tr>
<td>Clinical Nutrition</td>
<td>#9: Share results with those who can effect change</td>
<td>Included adjunct faculty in assessment process</td>
</tr>
<tr>
<td>Communication Arts &amp; Advertising</td>
<td>#2 Clear program and course learning outcomes in syllabi</td>
<td>Faculty reviewed and revised learning outcomes on all syllabi for F12 and Sp 13 courses and linked to course objectives</td>
</tr>
<tr>
<td></td>
<td>#3 Broad involvement in outcome development</td>
<td>Revised curriculum over AY 2012-13; all program faculty involved in revising/creating new courses</td>
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<tr>
<td>Subject</td>
<td>Note</td>
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| **Engineering (all programs)**| #2: Clear outcome statements  
|                               | #7: Use multiple measures                                              |
|                               | Developed a rubric for “teamwork” outcome and “professional and ethical responsibility” to supplement ABET definition  
|                               | Supplemented FCAR assessment with a multi-year, cyclical plan for assessing program outcomes via review of student work which looks at fewer outcomes each year and re-examines after a longer intervals. |
| English                       | #4: Outcomes available  
|                               | #5: Outcomes on syllabi  
|                               | #6: Use benchmarks                                                    |
|                               | Reviewed syllabi to ensure that outcomes were included  
|                               | Surveyed peer programs and aligned outcomes; will set benchmark standards in coming year |
| Health Sciences               | #9: Share results with those who can effect change                    |
|                               | Included adjunct faculty in assessment process                        |
| Instructional Technology      | #3: Broad involvement in outcomes development  
|                               | #6: Use benchmarks                                                    |
|                               | Convened a diverse group to re-write program outcomes and map curriculum to align with ISTE standards and expand the scope of the program to include global perspectives and activities  
|                               | Include adjuncts in assessment process; share rubrics and evaluation data with students |
| Interior Design               | #3: Broad involvement in Outcomes development  
|                               | #6: Use benchmarks                                                    |
|                               | Convened a diverse group to re-write program outcomes to align with new accreditation standards |
| Life Sciences                 | #1-11                                                                |
|                               | The new department chair and assessment coordinator have led faculty in completely revising its assessment processes. AY 12-13: re-defined program learning outcomes, mapped into curriculum, and informed students on syllabi, web site; AY13-14 plan: create repositories for student work showing whether the benchmarks have been met and share assessment results with all constituents including nursing, PA, PT, OT, medical school programs. |
| Management                    | # 1-11                                                               |
|                               | The dean led the school’s review of the 11 criteria, leading to improvements that included |
the merger of the Executive Council and Business Advisory Board to strengthen external participation in the annual assessment retreat, and the development of “contextualized learning goals” in response to the goal of being “one school” yet to accommodate localized priorities in the various global business environments.

| Medicine                  | #12: Improve effectiveness and efficiency | Led a national initiative to create a “National Examination Question Bank” for free exchange with other members to test students’ osteopathic medical knowledge |
| Physical Therapy          | #3: Broad involvement in Outcomes development #6: Use benchmarks | Convened a diverse group to re-write program outcomes to align with new CAPTE accreditation standards |
| School Counseling         | #9: Share results with those who can effect change | Current students, alumni, partners including cooperating counselors are invited to participate assessment and self-study process |
| Teacher Education         | #3: Broad involvement in outcomes development #6: Use benchmarks | Convened a diverse group to re-write program outcomes and map curriculum to align with new NY State performance-based certification standards |
### Instructional Technology

- # 3 Broad involvement in outcome development
- # 9 Student learning assessment results have been shared in useful forms and discussed with appropriate constituents, including those who can effect change

A retreat was held in February with representatives of FT and adjunct faculty and alumnae to begin the process for developing new program goals and learning outcomes that align with the ISTE standards and expand the scope of the program to include global perspectives and activities.

The new assessments will be administered beginning Fall 2013, and faculty, including adjuncts, will analyze results. Revisions needed for either curriculum or assessments will be considered after the performance data is analyzed. Faculty will share with students rubrics and evaluation data. A new course - EDIT 695 Field Experience Practicum and Seminar will focus on students' reflections on their performance as they finalize their e-portfolio that represents their performance throughout the program.

### Leadership & Technology

- # 2 Clear outcome statement

Rubrics for program learning outcomes were designed for each standard and uploaded to TaskStream.

### PROFESSIONAL/SPECIALIZED ACCREDITATIONS

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditating Agency</th>
<th>Date of (Re) Accreditation</th>
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</thead>
<tbody>
<tr>
<td>Physician Assistant Studies</td>
<td>Accreditation Review Commission on Education for the Physician Assistant</td>
<td>September 20, 2012</td>
</tr>
<tr>
<td>Electrical and Computer Engineering (BS)</td>
<td>Accreditation Board for Engineering and Technology (ABET)</td>
<td>August 12, 2013</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Accreditation Board for Engineering and</td>
<td>August 12, 2013</td>
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<tr>
<td>(BS)</td>
<td>Technology (ABET)</td>
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<tr>
<td>School Counseling (MS)</td>
<td>Council for Accreditation of Counseling and Related Programs (CACREP)</td>
<td>(Board meets January 2014)</td>
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<tr>
<td>Electrical &amp; Computer Engineering (BS)</td>
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<tr>
<td>MBA concentrations in Finance and in Tourism</td>
<td>Ministry of Advanced Education, Vancouver, Canada</td>
<td>July 2013</td>
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<tr>
<td>Internet Network and Computer Security (MS)</td>
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</tbody>
</table>

Self-Studies are posted on the Assessment web site at [http://www.nyit.edu/planning/accreditation_self_studies/](http://www.nyit.edu/planning/accreditation_self_studies/)

In addition, the Steering Committee for the preparation of NYIT’s Periodic Review Report to Middle-States has completed its first year of work and is scheduled to present a draft document to the NYIT community for review and feedback this fall.

May 2013 NYIT’s application for EQA (Education Quality Assurance) designation from the British Columbia Ministry of Advanced Education was approved. EQA is a quality assurance designation that identifies BC public and private post-secondary institutions that have met or exceeded provincial government recognized quality assurance standards and offer consumer protection.

On June 9, 2013, NYIT’s MBA program in Abu Dhabi underwent a quality assurance review by the Commission on Academic Accreditation of the Ministry of Higher Education and Scientific Research to verify continued compliance and alignment with the new “Quality Framework” for the Emirates.

NYIT’s School of Management, in the pre-candidacy phase of its AACSB accreditation initiative, has submitted its Standards Alignment Plan and expects to receive approval in September to begin its self-study year this fall.
CREATING A CULTURE OF ASSESSMENT

Assessment Days

More than 200 faculty members, along with the provost and academic deans, participated in each of two university-wide Assessment Days.

**August 29, 2012.** The morning session was devoted to improving students’ critical thinking, defined in 2009 in NYIT’s revised core curriculum as: “Students make decisions and solve problems based on research, logic, and qualitative and quantitative analyses of appropriate and relevant data and information.” Results from the Collegiate Learning Assessment (conducted in AY 2011-2012 with entering freshmen and graduating seniors at NYIT-New York) were presented and a panel of faculty members – from all of NYIT’s schools, who teach at all levels and on both New York campuses – led a discussion of ways to conceptualize and evaluate critical thinking both in a generic sense and in the disciplines, as well how to encourage more of it in our students. A “Gallery” of examples used by panel members was set up on the web site of the Center for Teaching and Learning (http://www.nyit.edu/ctl/critical_thinking/) and others were encouraged to contribute.

As usual, faculty members attended program/school meetings organized by their academic deans and chairs to work on aspects of your annual assessment plans, either on that afternoon or another agreed-upon time.

**January 16, 2013. Assessment Leadership Session.** Based on positive outcomes in AY 2012-2013, the morning session on the January 16, 2013 Assessment Day was again devoted to a “Leadership Session” for academic school deans, program chairs and assessment coordinators. The theme was improving processes for assessing student learning in academic programs using the MSCHE “Rubric for Evaluating Institutional Student Learning Assessment Processes” as a guide. Items in the rubric were discussed one by one, with instances of good practice at NYIT described as exemplars. Click on this link to the Assessment Leadership Program at our News & Events site: http://www.nyit.edu/planning/announcements/2013_assessment_day_program

Following discussion of each item, deans and chairs rated practice in their own programs and at the conclusion of the session, deans met with the program chairs from their schools to identify (1) priority actions for 2012-13 to improve processes and (2) areas that needed a plan for improvement over time. Summaries were submitted to the Assessment Committee and program’s assessment reports for the year included updates on the assessment process improvements that had been made.

The Assessment Committee solicits feedback following these annual events. Results 64 faculty participants from August 29 and 15 participants from January 16 indicated that faculty in general found both formats to be stimulating and many offered suggestions to improve future sessions.
Assessment Web Site

NYIT’s Planning & Assessment Web site (http://www.nyit.edu/planning) is regularly updated make it a better resource for faculty. It is a living site, where, on the “Plans and Reports” page, assessment work by academic programs, accreditation self-studies, and other relevant material is posted so that faculty and chairs from across the university can learn from each other.

This past year, we created a “News and Events” page to serve as a location for assessment day content and minutes, to share on going assessment activities on campus and to make a variety of announcements. We also added material relevant to the development of NYIT’s Periodic Review Report for the Middle States Commission (including a password protected section for collected evidence materials and report drafts.

Conferences, Training, and visiting other institutions as part of Accreditation Teams.

Numerous faculty and staff members attended conferences or training on assessing student learning or participated in assessments for accreditation of other programs between September 2012 and September 2013:

- AACOM/AODME Meeting, Foundations for the Future: Presented Workshop – Course /Faculty Assessment, Baltimore, MD, April 2013 - Bonnie Granat, Ph.D.
- AACOM/AODME Meeting, Foundations for the Future, Assessment workshops, Baltimore, MD, April 2013 - Bonnie Granat, Ph.D.
  - A Mixed Methods Approach to Competency Tracking
  - Use of Early Indicators to Predict COMLEX Success
  - AACOM's Core Competencies for Students Defined - Now What?
- AACOM Meeting: COMAT Workshop (This workshop focused on the COMAT Subject Exams—the tests used to assess competency of osteopathic medical students at the end of clinical rotations) Baltimore, MD, April 23, 2013 -- Abraham M. Jeger, PhD, Leonard B. Goldstein, DDS, Ph.D., David C. Levine, MD
- AAMC Meeting: “Competency Based Clinical Assessment,” San Francisco, CA, November 6, 2012 - Abraham Jeger, Ph.D.
- ABET visit as a Program Evaluator for the ETAC Commission of ABET, Oklahoma State University, Stillwater, OK. September 2012 - Babak Beheshti, Ph.D.
• Do It Yourself USMLE Step 1 Prep: Creating an In-house Board Review Program, Center for Academic Excellence/Writing Center at the Medical University of South Carolina, Charleston, SC, February 2013 - Bonnie Granat, Ph.D.

• IAMSE- Annual Meeting: Presented Workshop - Course/Faculty Assessment Program, Edinburgh, Scotland, June 2013 – Bonnie Granat, Ph.D.

• IAMSE- Annual Meeting: Workshops, Edinburgh, Scotland, June 2013 – Bonnie Granat, Ph.D.
  o The Technology Enhanced Learning Cycle: Combining a Flipped Classroom with Remote Practice and Assessment
  o Student Assessment

• IAMSE Webinars, Bonnie Granat, Ph.D.
  o Use of Curriculum Mapping Tools to Identify Learning Opportunities and Deficiencies 1, February 28, 2013
  o Use of Curriculum Mapping Tools to Identify Learning Opportunities and Deficiencies 2, March 7, 2013
  o Using Technology to Promote and Assess Active Learning, March 28, 2013

• LISCPA: Assessment in Student Affairs, Hofstra University, Hempstead, NY, February 2013 – Francy Magee, Jerome Holland

• Middle East and North Africa branch of the Association for Institutional Research (MENA-AIR) Conference, Innovations in Institutional Research Promoting Institutional Effectiveness in the MENA Region, Doha, Qatar, November 7-9 – Garon Wheeler and Raed El-Zenaty

• MSCHE Annual Conference. Philadelphia, PA., December 5-7, 2012 - Harriet Arnone, Patricia Burlaud, Michael Lane, Shifang Li.

• MSCHE Team Evaluators Training Day, Philadelphia, PA., December 5, 2012 – Patricia Burlaud;

• MSCHE Review Visit as a Middle States Team Evaluator, Keuka College, Keuka Park, NY, March 24-27, 2013 – Patricia Burlaud

• NBOME COMLEX-3 Item Writer Workshop, Chicago, IL: September 2012 – Patricia Happel D.O.

• NBOME COMLEX-2-PE OMM Standard Setting Panelist, Conshohocken, PA: March 2013 – Patricia Happel, D.O.

• “Outcomes-Based Assessment,” Sam Ratcliffe, NACE President-Elect, workshop held August 19, 2013, at NYIT, New York, NY. All student affairs staff
• WeaveOnline Webinar – Tracking Self-Studies in WeaveOnline, September 19, 2012 - Bonnie Granat, Ph.D.

• Weave Online Webinar - Answering Real Questions Through General Education Assessment, May 16, 2013, Bonnie Granat, Ph.D.

• Webinar: “Innovative Practice to Assess Student Success: Utilizing Rubrics in Student Affairs” January 2013, Marisol Bazile, Francy Magee

**RECOMMENDATIONS FOR IMPROVEMENT**

At its October 15, 2013 meeting the members of the committee reviewed and discussed a draft of this report. Based on a review of assessment activities at NYIT during AY 2012-13 they offer the following recommendations for improving assessment processes and products at NYIT to NYIT’s Academic Senate, President, Provost, and Vice-President for Health Sciences and Medical Affairs:

1. All academic programs should consider adopting some of the best practices described by faculty in their assessment reports including: ensuring that statements of learning outcomes are both actionable and measurable; creating rubrics to evaluate student work and sharing the rubrics with students; using multiple measures, both direct and indirect; following up after improvement actions are taken to "close the loop" on whether or not they improve student learning; and strengthening external participation.

2. Faculty in programs offered on global campuses should consider integrating assessment findings developed outside New York into their program assessments.

3. Academic administrators should discuss and clarify mechanisms by which the results of student learning outcomes assessments get translated into resource allocation decisions.