

# Student Learning Assessment: Towards an Environmental Model for Academic and Student Services

Presented to Division Heads  
Academic and Student Services  
September 22, 2010

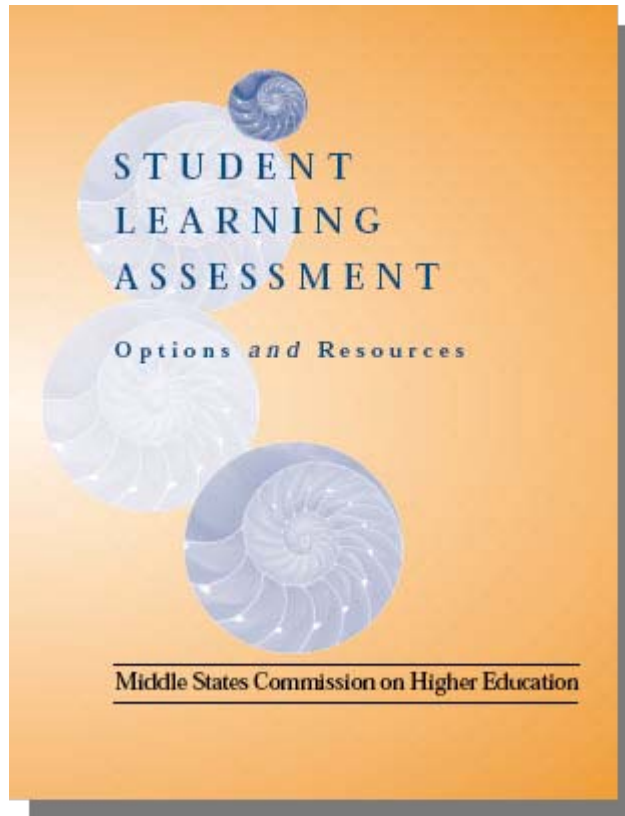
Norbert Elliot, Chair  
NJIT Middle States Commission on Higher Education Self Study

# Charge from Joel Bloom, Dean and VP for Academic & Student Services

- Identify student learning outcomes in addition to those achieved in the classroom.
- And, implicitly, design assessment methods that lead to documentation and improvement.



# MSCHE and Student Learning Assessment



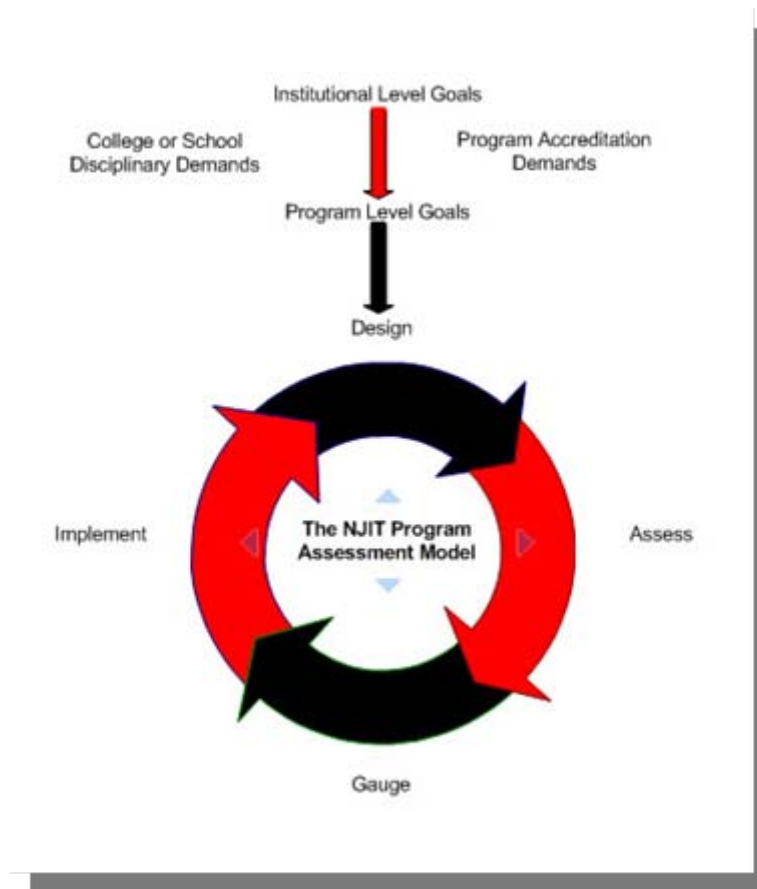
## **Student Support Service Professionals**

Those who administer services such as residential life, advising, career development, learning support, service learning, and financial aid are partners with faculty members and students in developing outcomes and assessing student learning. For example, student development personnel help students to develop their own ethical values and to achieve the institution's goal of graduating students who are responsible citizens in a multicultural society.

# The NJIT Academic Affairs Institutional Level Learning Goals

1. An awareness of learning as a lifelong educational activity
2. An attitude towards research-based inquiry
3. An awareness of economic opportunity as integral to individual and community advancement
4. A call to service in a variety of community settings
5. An adoption of a leadership role in professional and citizenship activities
6. A disposition toward engagement within and beyond the NJIT community
7. A method of entrepreneurial inquiry when problem-solving
8. An application of technology to improve quality of life
9. An adoption of ethical conduct across circumstance
10. A view of diversity that celebrates cultural contexts
11. A sense of civility that embraces respect and candor

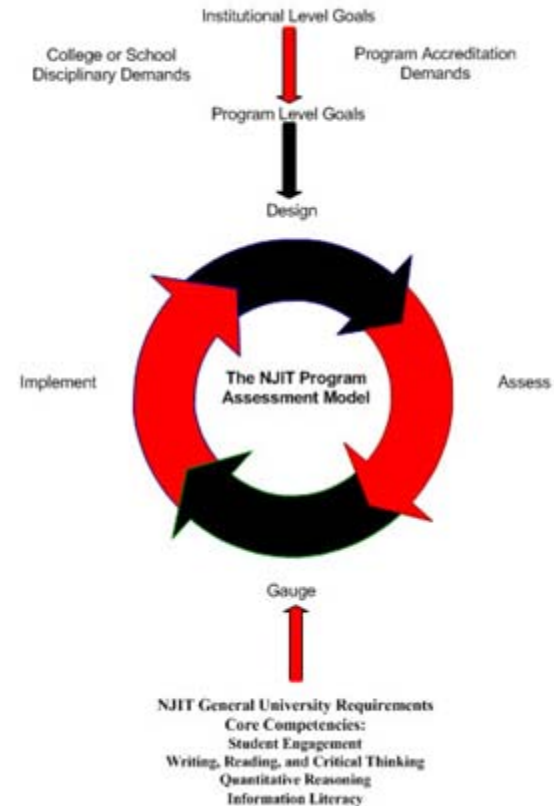
# The NJIT Academic Affairs Institutional Level Learning Goals



# The NJIT Academic Affairs Institutional Level Learning Goals for *the General University Requirements*

## The NJIT Core Competencies

1. Student Engagement
2. Writing, Reading, and Critical Thinking
3. Quantitative Reasoning
4. Information Literacy



# The Committee on Department and Program Assessment and the Subcommittee on Assessment

- What is the cohesive framework of program assessment at NJIT?
- How are degree program and course goals integrated and articulated?
- How are learning outcomes tied to these goals?
- How have planned assessment processes been implemented?
- How do assessment results provide convincing evidence of student learning?
- How do program administrators use assessment in decision making?
- How have actions been taken as a result of assessment?
- How have program assessment results been communicated to a variety of shareholders?

# The Role of Academic and Student Services

- The need for an environmental validity model
  - Embrace a naturalistic environment
  - View validation as a unitary, procedural concept
  - Meet the needs of the present assessment community without compromising the ability of members of that community to meet their own programmatic needs
  - Acknowledge potential sacrifices in reliability that might yield greater construct relevance or increased construct representation
  - Stress that authentic assessment should improve authentic performance and yield insight into such performance, not merely audit it.



# The Process for Academic and Student Services: Step 1—Mapping

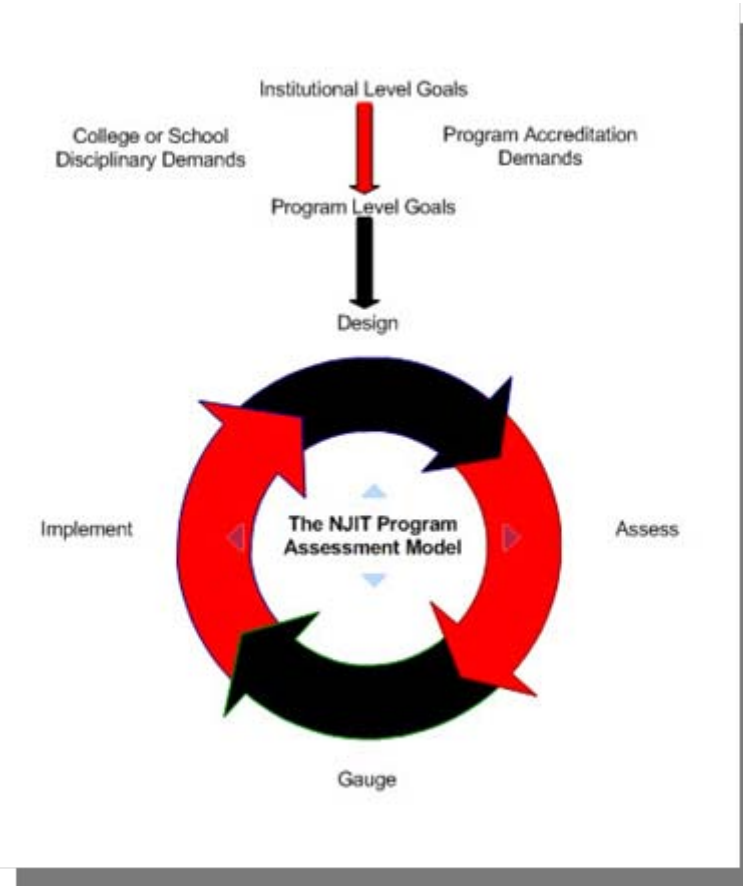
Institutional Level Goals	NJIT Units																				
	Nearink College of Engineering	College of Architecture and Design	School of Management	College of Computing Sciences	College of Science and Liberal Arts	Albert Dorman Honors College	Robert W. Van Houten Library	Faculty Council	Graduate Studies	Academic and Student Services	Institutional Research and Planning	Continuing and Professional Education	Information Services and Technology	Research and Development	Administration and Treasurer	General Council	University Audit	Human Resources	Athletics, Intramural, Physical Education, and Recreation	University Advancement	University Web Services and Communications
Lifelong Learning																					
Research-based Inquiry																					
Economic Awareness																					
Service																					
Leadership																					
Engagement																					
Entrepreneurial Inquiry																					
Technological Application																					
Ethical Conduct																					
Diversity																					
Civility																					

# The Process for Academic and Student Services: Step 2—Capture Existing Outcomes Through Environmental Audit



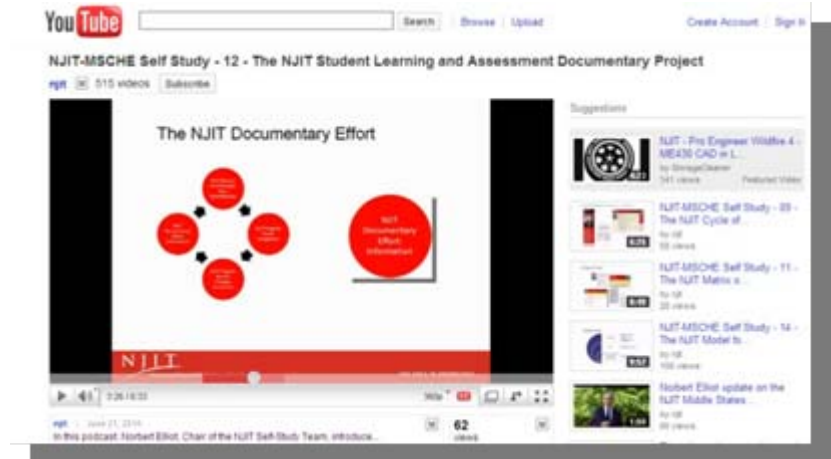
# The Process for Academic and Student Services: Step 3—(Re)Conceptualize the Model

What are the demands of academic and student services, and how will these demands mediate the model?



# The Process for Academic and Student Services: Step 4—Select Documentary Method as Demonstration Vehicle

- Benchmarking
- Formative Methods
- Summative Methods
- Indirect Methods
- Direct Methods



# The Process for Academic and Student Services: Step 5—Communicate Assessment Results

## The Web Site Tab



The screenshot shows the NJIT website's navigation menu with links for ABOUT, ADMISSIONS, ACADEMICS, STUDENT LIFE, RESEARCH, CONTINGUOUS, CAREER SERVICES, ATHLETICS, NEWS, and GOING. The main content area is titled "Assessment of Student Learning" and includes a sidebar with "Courses", "Continuance", "Podcasts", and "Resources". The main text describes the NJIT Program Review Process, its objectives, and provides a list of resources under "The NJIT Program Review Process".

**Assessment of Student Learning**

The NJIT Program Review Process, the centerpiece of the university's student learning assessment initiative, has four objectives: to provide a forum for the assessment and improvement of all degree-granting and university programs; to demonstrate continuous improvement in the delivery of educational curricula; to promote a culture of assessment; and to build a cohesive assessment strategy, and to create a central, web-based repository for assessment design and reporting documents.

These objectives are setting a university-wide forum for collaboration as we share the vision we have for our program, the strategies we use to achieve our program goals, tactics by which we implement these goals, and the metrics we use to measure our success. Our methods of assessment of educational effectiveness are thus aligned with our methods of assessment of professional conduct.

Because program review (NJIT) is viewed as a research process, we are investigating new ways of understanding student achievement and reporting our findings. We are dedicated to designing and promoting program assessment initiatives within and beyond NJIT.

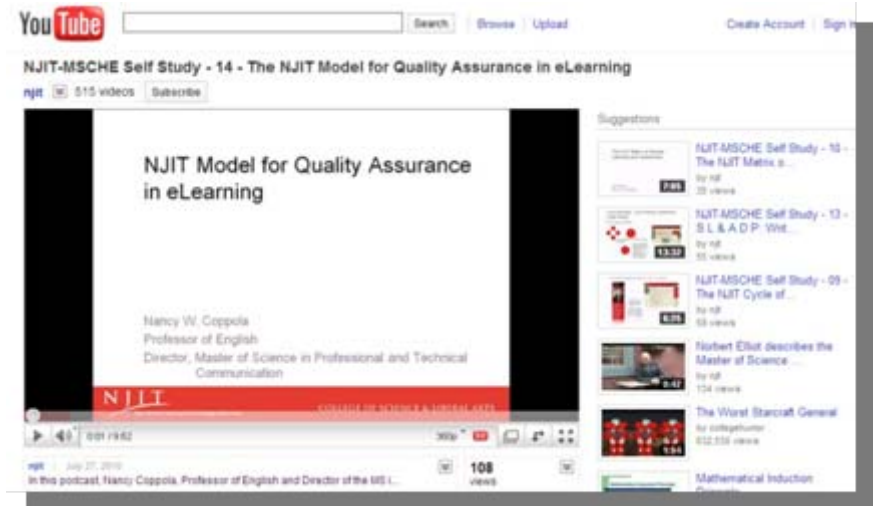
We hope that visitors enjoy our web-based repository:

Jan Gales, PhD  
Provost and Senior Vice President for Academic Affairs

**The NJIT Program Review Process**

- NJIT Program Review Process: An Enhanced Student Guidelines Series (May 11, 2010)
- NJIT Program Review Process: An Enhanced Model Presentation (May 11, 2010)
- A Documentary Approach to Assessment of Student Learning (Podcast 13 and Podcast 14, August 5, 2010)
- Assessment of NJIT Core Competencies: An Integrated Model (May 12, 2010)

## The Podcast



The screenshot shows a YouTube video player for "NJIT-MSCHE Self Study - 14 - The NJIT Model for Quality Assurance in eLearning". The video features Nancy W. Coppola, Professor of English and Director of the MS-C, discussing the NJIT Model for Quality Assurance in eLearning. The video has 108 views and was uploaded on July 27, 2010. The right sidebar shows suggested videos, including "NJIT-MSCHE Self Study - 10 - The NJIT Matrix" and "NJIT-MSCHE Self Study - 13 - S L & A D P: Why".

**NJIT Model for Quality Assurance in eLearning**

Nancy W. Coppola  
Professor of English  
Director, Master of Science in Professional and Technical Communication

**NJIT-MSCHE Self Study - 14 - The NJIT Model for Quality Assurance in eLearning**

515 videos | Subscribe

108 views

July 27, 2010

In this podcast, Nancy Coppola, Professor of English and Director of the MS-C...

# At Day's End: Spring 2012

- What is your personal commitment to assessment?
- How do you stimulate interest in assessment?
- How do you support those who help the campus focus on assessment?
- How do you provide the training to enable colleagues to strengthen assessment?
- How do you encourage measurable outcomes of assessment endeavors?
- How do you celebrate and reward assessment achievements?