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

Presented to Division Heads
Academic and Student Services
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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
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 Podcast
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?