Student Learning Assessment: Program Review Process

Report of the NJIT Middle States Sub-committee on Assessment:
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Presentation Outline: Progress Since Last Sub-Committee Meeting, September 10, 2010

- NJIT Model for Student Learning Assessment refined
- Core Values differentiated from Institutional Level Learning Goals
- One-page Program Review template and Scoring Sheets defined
- Field test completed: Moodle site launched and program of student learning assessment completed
- Plan for webpage organization established
- Next steps for the Committee and Sub-Committee
The NJIT Model for Student Learning Assessment
Academic Affairs: Core Values

We hold these Core Values to be at the center of all that we do in academic affairs at NJIT:

Â We believe that education is a lifelong activity.
Â We believe in answering the call of service in a variety of community settings.
Â We believe in the exercise of leadership in both professional and citizenship activities.
Â We believe in the application of technology to improve quality of life.
Â We encourage a sense of entrepreneurial inquiry to foster creative growth.
Â We uphold a sense of civility that embraces respect and candor.
Â We celebrate diversity in all cultural contexts.
Program Assessment of Student Learning

Institutional Level Goals → Program Goals → Course Goals

As students seek disciplinary mastery, we measure these five Institutional Learning Goals to support the improvement of student learning:

1. Research-based Inquiry
2. Ethical Conduct
3. Economic Opportunity
4. Collaboration
5. Engagement
Program Assessment of Student Learning:

Institutional Level Goals → Program Goals → Course Goals

As all students, regardless of discipline, experience General University Requirements, we measure these three Core Competencies to support the improvement of student learning:

A. Writing, Reading, and Critical Thinking
B. Quantitative Reasoning
C. Information Literacy
Program Review Template and Scoring Sheets

One-page Program Review Template: Six review metrics

1. How does the program incorporate the Institutional Level Learning Goals into the Program Level Learning Goals?
2. How does the program incorporate the Program Level Learning Goals to the Course Level Goals?
3. How has the assessment been designed and implemented?
4. What are the results of the assessment and to what extent do these results provide evidence that learning goals have been assessed?
5. How are the assessment results used to implement change?
6. How do program administrators ensure a sustainable learning assessment process?
Field Test: Defined and Launched Assessment of Student Learning Program

One-page Scoring Sheet: Six review metrics

<table>
<thead>
<tr>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
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</thead>
</table>

1. The program incorporates the Institutional Level Learning Goals into the Program Level Learning Goals.
2. The program incorporates the Program Level Learning Goals to the Course Level Goals.
3. Planned assessment processes have been designed and implemented.
4. Assessment results provide convincing evidence that learning goals have been assessed.
5. Program administrators use assessment results to implement change.
6. Program administrators ensure a sustainable learning assessment process.
Field Test: Defined and Launched Program of Student Learning Assessment

- Field test completed
- Moodle site launched
- Scoring of four degree programs completed
- Evaluation of DL quality assurance report completed
Field Test: Defined and Launched Program of Student Learning Assessment

✅ MS in Professional and Technical Communication
✅ BS in Civil Engineering
✅ CoAD Report
✅ BS in Biomedical Engineering

<table>
<thead>
<tr>
<th>Question</th>
<th>R1</th>
<th>R2</th>
<th>R3</th>
<th>R4</th>
<th>R5</th>
<th>R6</th>
<th>R7</th>
<th>Average Score</th>
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<td>1. The program incorporates the Institutional Level Learning Goals into the Program Level Learning Goals.</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
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<td>2. The program incorporates the Program Level Learning Goals to the Course Level Goals.</td>
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<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>5</td>
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<td>3. Planned assessment processes have been implemented.</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>6</td>
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<td>4. Assessment results provide convincing evidence that learning goals have been assessed.</td>
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<td>4</td>
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<td>5. Program administrators use assessment results to implement change.</td>
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<td>6. Program administrators ensure a sustainable learning assessment process.</td>
<td>3</td>
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Plan for Web Page Organization

- Central Assessment site:  
  *Student Learning Assessment*  
  site linked to department site

- The NJIT Model for Student Learning Assessment

- Core Values and Institutional Learning Goals

- One-Page Program Report summary

Programs upload documents and link to Central Assessment Site
Next Steps for the Committee on Department and Program Assessment

• Current program review examples moved from Moodle to Middle States site, with Committee Approval
• Committee sets the timeline
• Committee establishes first 9 programs selected for 5-year cycle review
• Sub-committee develops technical system for uploading and archiving program assessment materials