NJIT
New Jersey Institute
of Technology

OFFICE OF
INSTITUTIONAL
EFFECTIVENESS

Academic Program Assessment Components

This document serves as a guide for NJIT academic program directors for performing full self-assessments of their programs. Each program will receive general data regarding enrollment, retention, and graduation rates as well as data on relevant key performance indicators as identified in the current strategic plan: *Building on a Strong Foundation - NJIT 2025*.

To facilitate this process, feedback on submissions will be provided by OIE prior to review by the Faculty Senate Committee on Academic Assessment. Feedback will be based on the key considerations outlined below for each component of the self-assessment.

Please see this link for current process information regarding the full self-assessment report.

Initial Data Analysis
A contextual analysis of the program and key performance indicator data provided by OIE. Key considerations include: • Program data provided by OIE is analyzed and context is provided for any findings

Reflection on Progress Since the Last Report
A reflection on the progress made for those actions recommended in the last full self-assessment report. Key considerations include: • All recommended actions from the last full report are included & addressed • Any actions taken outside of the formal assessment process are included & addressed

Mission Statement
A concise statement, developed collaboratively with faculty and other stakeholders that communicates the purpose and values of the academic program. Key considerations include: • Clearly and concisely written for a general audience • Realistic and achievable • Defines the program's purpose

- Identifies the program's primary functions, activities, & stakeholders
- Focused on student learning
- Aligns clearly to the missions of the University, College, and Department
- Highlights what is unique about the program
- Publicly available, known, and easy to find

Program Goals

Broad and abstract statements, developed collaboratively with faculty and other stakeholders, that describe general knowledge and abilities that students are expected to achieve through the program.

Key considerations include:
- 3-7 goals identified
- Clearly stated and concisely written
- Realistic and achievable
- Aligned clearly to the program mission
- Focused on student learning
- Reflect the field's purpose & intentions
- Uses action verbs to clearly describe the general knowledge and abilities that are expected of all students
- Publicly available, known, and easy to find

Student Learning Outcomes (SLOs)

A specific and measurable skill, ability, knowledge, belief, or attitude that students are expected to achieve through the program.

Key considerations include:
- Clearly stated, precise and concisely written
- Expressed in terms of the student
- Realistic and achievable within the timeframe of the program
- Aligned clearly to the program goals
- Measurable, an observable behavior
- Uses action verbs to clearly identify a specific skill, ability, knowledge, belief, or attitude that students are expected to achieved
- Publicly available, known, and easy to find

Curriculum Mapping

Outlines required and elective courses in the program curriculum that address specific program SLOs.

Key considerations include:
- All required and elective program courses are mapped to at least one SLO
- All SLOs have courses mapped to them
- All students have ample opportunity to meet all SLOs

Measures

Identifies the assessment mechanisms used to determine if students have achieved a specific program SLO.

Key considerations include:
- All SLOs have measures identified
- All program courses use at least one measure to assess students' achievement of an SLO
- Are directly relevant and aligned to students' achievement of the SLO
- Yields meaningful, consistent, and reliable evidence of students' achievement of the SLO
- Results can directly inform potential program actions and adjustments

Benchmarks & Targets

Identifies a level of student achievement (benchmark) for a specific measure and a goal for the percentage of students that meet or exceed the identified level of achievement (target).

Key considerations include:
- Set for all measures
- Benchmarks and targets are appropriately rigorous and lead to continuous program improvement.

Findings

Indicates whether students met or exceeded the target for each benchmark, based on data from the Measure.

Key considerations include:
- Included for all targets
- Includes the percentage of students that met or exceeded the target
- Indicates whether the target was "Met" or "Not Met"

Recommended Actions

Actions are recommended by the program director based on the findings for SLOs.

Key considerations include:
- Are provided by the program director for both the initial data analysis findings and the SLOs, as appropriate
- Are labeled for "Immediate," or "Long-Term" action
- Are realistic and achievable