

Academic Program Assessment Worksheet EXAMPLE

Academic Program	MS in Measurement & Assessment in Higher Education
Submission Date	12/14/2021
Program Director	Jeremy Reich
Contact Email	jeremy.p.reich@njit.edu
Degree Finder Link	njit.edu/academics/degree/ms-mahe

Reflection on Progress Made Since the Last Report

The program was launched in the 2014-15 academic year and has performed internal program assessments prior to this year's formal institutional assessment. The program was initially rather small, in the single digits for new enrollments, but has since increased in size as higher education assessment has gained traction across the industry. Minor adjustments have been made to the program's mission, goals, and outcomes but no holistic review has yet been conducted since the program's inception. The number of faculty has also increased, including several instructors from the university's Office of Institutional Effectiveness. We have also recruited instructors from other universities' assessment and effectiveness offices as the program has grown, bringing in new perspectives and talent.

Program Enrollment and Graduations by Term

Academic Year	New	Left	Total	Degrees Awarded	Average Year Completion
2016-17	6	3	26	10	3.7
2017-18	16	3	30	10	3.3
2018-19	17	4	34	14	2.9
2019-20	16	2	32	9	2.5
2020-21	19	-	40	16	3.0

Initial Data Analysis

New and total enrollment has steadily increased over the last five years, in line with the increasing demand for assessment professionals in higher education. The number of students leaving the program prior to completion has decreased, most recently to zero, a trend we hope to maintain. Average time to completion has also decreased, though it is not expected to decrease much further as most students are already employed in full time positions at institutions of higher education.

Recommended Actions	Action Timeline
None	N/A

Program Mission Statement

The mission of NJIT's MS in Measurement and Assessment in Higher Education is to prepare students for work in institutions of higher education with a focus on educational assessment and continuous improvement by providing them with skills and experience in data collection, management, processing, analysis, and reporting. These will be applied through the design, implementation, assessment, and revision of an educational assessment system as well as through the research, writing, and defense of a thesis.

Outcomes-Based Assessment

Program Goal #1:

Program graduates will investigate the history and current context of educational assessment and continuous improvement in higher education.

Student Learning Outcome (SLO) 1.1:		Curriculum Mapping
Students will be able to investigate and discuss the history of higher education in the United States in a global context.		ASMT 501 – History of Higher Education
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 501	80% of students achieve a B+ or higher in the course.	Met – 95%
Final research paper grade	80% of students achieve a B+ or higher on the final paper.	Met – 85%
Recommended Actions		Action Timeline
N/A		N/A

Student Learning Outcome (SLO) 1.2:		Curriculum Mapping
Students will be able to investigate and discuss the history of educational assessment in the context of higher education.		ASMT 502 – History of Assessment in Higher Education
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 502	80% of students achieve a B+ or higher in the course.	Met – 100%
Final research paper grade	80% of students achieve a B+ or higher on the final paper.	Met – 95%

Recommended Actions	Action Timeline
N/A	N/A

Student Learning Outcome (SLO) 1.3:		Curriculum Mapping
Students will be able to identify the current challenges and trends in assessment in the context of higher education.		ASMT 503 – Challenges and Trends in Higher Education Assessment
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 503	80% of students achieve a B+ or higher in the course.	Met – 85%
Final research paper grade	80% of students achieve a B+ or higher on the final paper.	Met – 80%
Final presentation rubric scores	80% of students achieve a Competent (level 3 of 5) or higher for all rubric levels.	Not Met – 60%
Recommended Actions		Action Timeline
Students require more guidance and resources for designing and conducting effective presentations prior to their final presentation.		Immediate

Program Goal #2:
Program graduates will administer data collection from, and the management of, database management systems.

Student Learning Outcome (SLO) 2.1:		Curriculum Mapping
Students will be able to construct SQL queries to collect data from student information systems.		ASMT 510 – Introduction to SQL
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 510	70% of students achieve a B+ or higher in the course.	Not Met – 65%
Final exam grade	70% of students achieve a B+ or higher on the exam.	Not Met – 50%

Recommended Actions	Action Timeline
Students do not generally have a background in coding, so the course will have to be redesigned to more effectively scaffold and assess SQL fundamentals and querying skills. In addition, students do not have knowledge of the kinds of data used in higher education contexts. We should consider moving ASMT 601 earlier in the curriculum as a prerequisite to this course.	Mid-Term

Student Learning Outcome (SLO) 2.2:		Curriculum Mapping
Students will be able to manage and maintain SQL databases that pull data from student information systems.		ASMT 511 – SQL Database Management
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 511	70% of students achieve a B or higher in the course.	Not Met – 45%
Final exam grade	70% of students achieve a B+ or higher on the exam.	Not Met – 25%
Recommended Actions		Action Timeline
Students are already struggling with the prerequisite course: ASMT 510. The management and maintenance of SQL databases has proven even more difficult for students. In combination with improvement efforts for ASMT 510, this course will similarly have to be redesigned to more effectively scaffold and assess these skill and knowledge sets.		Mid-Term

Program Goal #3:
Program graduates will transform data into actionable knowledge for use in assessment.

Student Learning Outcome (SLO) 3.1:		Curriculum Mapping
Students will be able to identify useful information contained in data collected from student information systems to inform assessment.		ASMT 601 – Data and Reporting in Higher Education
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 601	80% of students achieve a B+ or higher in the course.	Met – 90%
Final exam grade	80% of students achieve a B+ or	Met – 85%

	higher on the exam.	
Recommended Actions		Action Timeline
N/A		N/A

Student Learning Outcome (SLO) 3.2:		Curriculum Mapping
Students will be able to design data visualizations and other reporting mechanisms to communicate useful information to stakeholders to inform assessment.		ASMT 602 – Data Visualization and Reporting
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 601	80% of students achieve a B+ or higher in the course.	Met – 80%
Final project rubric scores	80% of students achieve a Competent (level 3 of 5) or higher for all rubric levels.	Met – 85%
Recommended Actions		Action Timeline
N/A		N/A

Student Learning Outcome (SLO) 3.3:		Curriculum Mapping
Students will be able to analyze reported information to identify areas where continuous improvement should be focused.		ASMT 603 – Data Analysis for Assessment in Higher Education
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 603	80% of students achieve a B+ or higher in the course.	Met – 90%
Final project rubric scores	80% of students achieve a Competent (level 3 of 5) or higher for all rubric levels.	Met – 90%
Final presentation rubric scores	80% of students achieve a Competent (level 3 of 5) or higher for all rubric levels.	Met – 80%
Recommended Actions		Action Timeline

N/A	N/A
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Program Goal #4:

Program graduates will be able to communicate and collaborate with stakeholders to effectively and efficiently guide, support, and facilitate assessment processes.

Student Learning Outcome (SLO) 4.1:		Curriculum Mapping
Students will be able to identify stakeholder groups and describe their roles in students' academic success and overall experience to inform assessment facilitation.		ASMT 610 – Structures and Roles for Student Success and in Higher Education
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 610	80% of students achieve a B+ or higher in the course.	Met - 95%
Final exam grade	80% of students achieve a B+ or higher on the exam.	Met - 90%
Recommended Actions		Action Timeline
N/A		N/A

Student Learning Outcome (SLO) 4.2:		Curriculum Mapping
Students will be able to communicate with institutional stakeholders effectively and professionally to facilitate assessment.		ASMT 611 – Professional and Technical Communication
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 611	80% of students achieve a B+ or higher in the course.	Met - 90%
Final project rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met - 80%
Final presentation rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met - 80%
Recommended Actions		Action Timeline

N/A	N/A
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Student Learning Outcome (SLO) 4.3:		Curriculum Mapping
Students will be able to administer assessment processes in a timely and organized fashion to ensure effective, efficient, and beneficial assessment practices.		ASMT 612 – Project Management for Assessment
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 612	80% of students achieve a B+ or higher in the course.	Not Met - 75%
Final exam grade	80% of students achieve a B+ or higher on the exam.	Not Met - 70%
Recommended Actions		Action Timeline
Students struggle with the terminology of project management fundamentals, which negatively impacts their ability to employ the requisite skills needed to achieve the benchmarks. Additional class time needs to be allocated to this area of the course curriculum.		Immediate

Program Goal #5:
Program graduates will design, implement, assess, and revise systems for assessment and continuous improvement.

Student Learning Outcome (SLO) 5.1:		Curriculum Mapping
Students will be able to design a strategy, cycle, and related processes for assessment and continuous improvement to ensure effective, efficient, and beneficial assessment practices.		ASMT 620 – Strategies for Assessment in Higher Education
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 620	80% of students achieve a B+ or higher in the course.	Met - 90%
Final project rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met - 90%
Final presentation rubric scores	80% of students achieve a	Met - 85%

	Proficient (level 4 of 5) or higher for all rubric levels.	
Recommended Actions		Action Timeline
N/A		N/A

Student Learning Outcome (SLO) 5.2:		Curriculum Mapping
Students will be able to implement a strategy, cycle, and related processes for assessment and continuous improvement to ensure effective, efficient, and beneficial assessment practices.		ASMT 621 – Assessment in Practice
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 621	80% of students achieve a B+ or higher in the course.	Met - 95%
Final project rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met - 95%
Final presentation rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met - 90%
Recommended Actions		Action Timeline
N/A		N/A

Student Learning Outcome (SLO) 5.3:		Curriculum Mapping
Students will be able to assess and revise an assessment strategy, cycle, and related processes for assessment and continuous improvement to ensure effective, efficient, and beneficial assessment practices.		ASMT 622 – Assessing and Improving Assessment
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 622	80% of students achieve a B+ or higher in the course.	Met - 85%
Final project rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met - 85%

Final presentation rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met - 90%
Recommended Actions		Action Timeline
N/A		N/A

Program Goal #6:

Program graduates will research, write, and defend a thesis that serves as an original contribution to the field of higher education assessment.

Student Learning Outcome (SLO) 6.1:		Curriculum Mapping
Students will be able to be able to construct a research plan using quantitative and qualitative research methods.		ASMT 701 – Research Methods and Design
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 701	80% of students achieve a B+ or higher in the course.	Met – 85%
Research plan proposal rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met – 85%
Recommended Actions		Action Timeline
N/A		N/A

Student Learning Outcome (SLO) 6.2:		Curriculum Mapping
Students will be able to successfully research, write, and defend a thesis that serves as an original contribution to the field of higher education assessment.		ASMT 702 – Thesis Seminar
Measures	Benchmarks & Targets	Findings
Course grades for ASMT 702	80% of students achieve a B+ or higher in the course.	Met – 95%
Final Thesis grades	80% of students achieve a B+ or higher on their thesis.	Met – 95%

Thesis defense rubric scores	80% of students achieve a Proficient (level 4 of 5) or higher for all rubric levels.	Met – 90%
Recommended Actions		Action Timeline
N/A		N/A