

Student Learning Assessment: Program Review Process

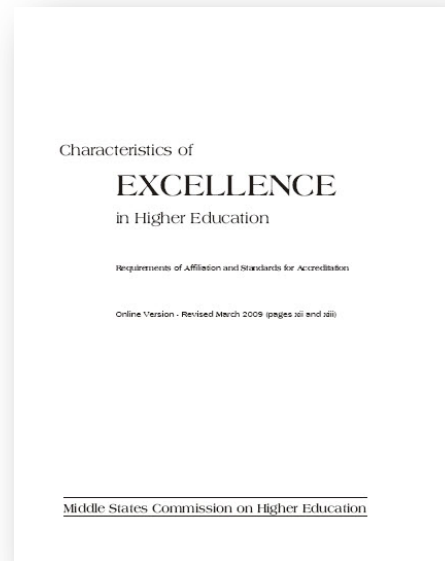
Report of the NJIT Middle States Sub-committee on Assessment:

John Bechtold, Bruce Bukiet, John Cays, Barry Cohen, Perry Deess,
Atam Dhawan, Norbert Elliot, Shanti Gopalakrishnan, Judith Redling,
William Reynolds (Advisor), Ala Saadeghvaziri, Gale Spak

Presented by Judith Redling and Perry Deess
October 17, 2011

The NJIT Self Study: Reflection

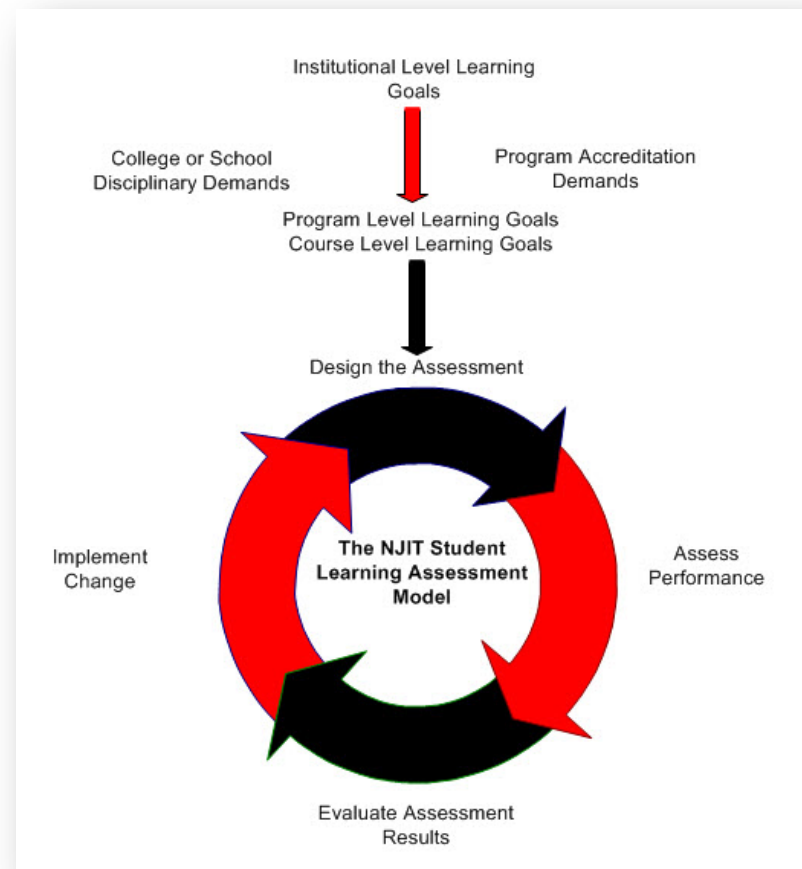
“The extent to which each educational institution accepts and fulfills the responsibilities inherent in the [accreditation] process is a measure of its concern for freedom and quality in higher education and its commitment to striving for and achieving excellence in its endeavors.”



Criteria for the institution

- “that it has a *mission* appropriate to higher education;
- that it is guided by well-defined and appropriate *goals*, including goals for student learning;
- that it has established *conditions and procedures* under which its mission and goals can be realized;
- that it **assesses both institutional effectiveness and student learning outcomes, and uses the results for improvement;**
- that it is *accomplishing* its mission and goals substantially;
- that it is organized, staffed, and supported so that it can be expected to *continue* to accomplish its mission and goals; and
- that it meets the *requirements* of affiliation and standards of MSCHE.”

Student Learning Assessment: NJIT Model



Student Learning Assessment: Web presence

✓ Central Assessment site

The screenshot shows the NJIT website's 'Assessment of Student Learning' page. The header features the NJIT logo and navigation links: ABOUT, ADMISSIONS, ACADEMICS, STUDENT LIFE, RESEARCH, CONTINUING ED, CAREER SERVICES, ATHLETICS, NEWS, GIVING. A search bar is also present. The main content area includes a sidebar with links to Overview, Committees, Podcasts, Resources, and Assessment of Student Learning. The main text describes the NJIT Program Review Process, its objectives, and provides a list of related documents and podcasts.

NJIT
New Jersey's Science & Technology University

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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 by building a cohesive assessment strategy; and to create a central, web-based repository for assessment design and supporting documents.

These objectives are yielding a university-wide forum for collaboration as we share the visions 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 institutional context.

Because program review at 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.

Ian Gately, PhD
Provost and Senior Vice President for Academic Affairs

The NJIT Program Review Process

- NJIT Program Review Process: An Enhanced Model Guidelines Memo (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 1, 2010)
- Assessment of NJIT Core Competencies: An Integrated Model (May 12, 2010)

Term	College	Degree Level	Degree	Program	Discussed	Draft Submitted	Contact
Spring 2011	CSLA	Bachelor's	B.A./B.S.	Communication and Media	X		C. Funkhouser
	NCE	Bachelor's	B.S.	Engineering Technology	X	X	R. Rockland
	NCE	Bachelor's	B.S.	Chemical Engineering	X	X	N. Loney
	CSLA	Master's	M.S.	Environmental Policy Studies	X	X	M. Cohen
	CSLA	Master's	M.S.	Applied Mathematics	X	X	J. Luke
	NCE	Master's	M.S.	Engineering Management	X		A. Bladikas
	NCE	Master's	M.S.	Bioelectronics	X	Canceled	Canceled
	SOM	Master's	M.B.A.	Management of Technology	X	X	S. Gopalakrishnan
	CSLA	Bachelor's	B.S.	Biology (Joint program w/ RU)*	X		J. Golowasch
Fall 2011	SOM	Master's	M.S.	Management	X	X	S. Gopalakrishnan
	NCE	Doctoral	Ph.D.	Biomedical Engineering	X	X	R. Foulds
	NCE	Doctoral	Ph.D.	Computer Engineering	X		D. Misra
	NCE	Master's	M.S.	Environmental Engineering	X		H. Hsieh
	CCS	Bachelor's	B.S.	Information Technology	X	X	M. Halper
	NCE	Bachelor's	B.S.	Engineering Science	X	X(?)	Y. Ding
	CSLA	Master's	M.S.	Applied Physics (Joint program w/RU)*	X	X	N.M. Ravindra
	SOM	Master's	M.S.	International Business	X	X	S. Gopalakrishnan
	NCE	Bachelor's	B.S.	Mechanical Engineering	X(?)		A. Nahr
	CCS	Master's	M.S.	Bioinformatics	X		M. Baltrush
	CSLA	Bachelor's	B.A.	Science/Technology & Society	X	X	M. Cohen
CSLA	Bachelor's	B.S.	Applied Physics (Joint program w/RU)*	X	X	N.M. Ravindra	

Program Review Schedule

(With current status)

Student Learning Assessment: Institutional Level Goals

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

Student Learning Assessment: NJIT Core Competencies

Core Competencies → Standardized assessment by College
→ Program-identified courses

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

Student Learning Assessment: Program Review Process

- ✓ **One-page Program Review**
Template and Scoring sheets defined and field-tested
All undergraduate and graduate programs reviewed
- ✓ **Full (10-page) Program Review : 5 year cycle.**
Approximately 11 programs reviewed every semester.
Guidelines and Table of Contents defined
- ✓ **Core Competency Testing (VSA)**
ETS Proficiency Profile
iCritical Thinking test (iCT)

Program Review Schedule

October 15-Programs subject to review in spring 2011 and fall 2011 will submit reports;

October 31-Sub committee on program review will send comments to program directors;

November 15-Program directors will submit revised reports;

November 30-The full committee will receive sub committee recommendations;

December 15-The full committee will approve, recommend revision, or reject reports;

January 15-Revisions will be submitted;

January 30-Program Review Committee gives final evaluations;



The NJIT Program Review Sub-Committee Scoring Sheet
 Website:
<http://www.njit.edu/middlestates/studentlearning/>

Description: The NJIT Program Review establishes public accountability for six review metrics. To ensure accountability and communicate assessment processes, the Sub Committee of the Committee for Department and Program Assessment evaluates programs as they sequentially appear for review in a five-year assessment sequence. Each program under review will receive at least two scores by members of the Sub-Committee on Assessment. Discrepant scores will be adjudicated. Each program will be discussed by the Sub-Committee before a report is forwarded to the Committee.

Date of Scoring: _____

Degree or Program Designation: _____

Directions to Sub-Committee Members: To establish an objective basis as part of the program review process, please award a score of 6 (highest) to 1 (lowest) for each of six review metrics below:

1. The program incorporates the Institutional Level Learning Goals into the Program Level Learning Goals.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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2. The program incorporates the Program Level Learning Goals to the Course Level Goals.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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3. Planned assessment processes have been designed and implemented.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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4. Assessment results provide convincing evidence that learning goals have been assessed

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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5. Program administrators use assessment results to implement change.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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6. Program administrators ensure a sustainable learning assessment process.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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Reviewing 10 Page Reports

1. All reports will have two reviewers completing the program score sheets.
2. Judy, Norbert, Perry will be primary reviewers working with one other committee member to review each report.
3. Primary reviewers will divide the reports among themselves and be responsible for returning written comments requesting revisions consistent with the score sheet results.
4. Reports will be returned to program directors by October 31st

Student Learning Assessment: Program Review Process

Table of Contents

- Part 1. General program information (1 page)
- Part 2. Program mission and goals (1 page)
- Part 3. Program details (1 page)
- Part 4. Learning outcomes (2 pages)
- Part 5. Using student learning assessment (2 pages)
- Part 6. Conclusion (1 page)
- Appendices



April 8, 2010: Drafted by Perry Deess, Fadi Deek, and Norbert Elliot
 May 11, 2010: Presented to President Altenkirch, Provost Gately, Committee for Department and Program Assessment (Steve Tricamo, Chair as Associate Provost, Joel Bloom, Sunil Saigal, Urs Ganchat, Fadi Deek, Narain Gehani, Bob English, Rich Sweeney, Jack Gentuli), and Sub-Committee on Assessment (Perry Deess, Co-chair as IRP Director, John Bechtold [Member as Master Teacher], James Geller, Norbert Elliot [Member as MSCHE Chair], John Cays, Shanti Gopalakrishnan, Bruce Bukiet, Ala Saadeghvaziri, Barry Cohen)

Updated: January 24, 2011: Judith Redling, Perry Deess, Norbert Elliot

NJIT Program Review Process: Guidelines

Background

The enhanced program review process is responsive to increased demands for accountability. A synthesis of program review guidelines from accreditation agencies such as the Accreditation Board for Engineering and Technology, the Association to Advance Collegiate Schools of Business, the National Architectural Accrediting Board, and the Middle States Commission on Higher Education—as well as university strategic planning initiatives—the program review process allows both transparency and collaboration. In reviewing all NJIT program, the process allows NJIT curriculum directors to learn from each other and to create innovative strategies for achieving enhanced program outcomes.

Figure 1. Matrix of Institutional Level Learning Goals and Program Goals

	Institutional Learning Goal 1: Researched-based Inquiry	Institutional Learning Goal 2: Ethical Conduct	Institutional Learning Goal 3: Economic Opportunity	Institutional Learning Goal 4: Collaboration	Institutional Learning Goal 5: Engagement
Program Level Learning Goal: 1					
Program Level Learning Goal: 2					
Program Level Learning Goal: ETC.					

Figure 2. Matrix of Program Level Learning Goals to Core Course Goals

	Program Level Learning Goal: 1	Program Level Learning Goal: 3	Program Level Learning Goal: ETC.
Core Course 1			
Core Course 2			
Core Course ETC.			