

12.16.14 Meeting

Tuesday, December 16, 2014

Attendees: Alexandra Cazangiu, Yuna Seong, Dave Hollander, Mike Palij, Anne Marie Goetz, Patricia Heard-Greene, Connee Zotos, Mary Ann Hallenborg, Barbara Borst, Jeannette Monaco, Jessica Martin, Ruth Danon

Examining Assessment Tools:

- Schack: Course Assessment Tool - Legal Research & Writing Project
 - Do the learning objectives relate to specific program outcomes?
 - Thinking critically
 - Creativity
 - Others?
 - Practical setting is present but applying theories is not present/visible for the listed learning outcomes
 - To address this, can change "...legal concepts..." to "...legal theories and concepts..."
 - Currently being very specific looking at this document but understanding the small details should help to understand the larger picture of what we are working towards
 - "Conducts scholarly research" vs. "research" explicitly stating scholarly and appropriate/authoritative sources (i.e. not Wikipedia)
 - Using key words to link course learning outcomes to program learning outcomes is important
 - Key word examples: theories, research, scholarly
- To do this right, the curriculum, including the course learning objectives, should be reviewed annually
- Relevant course learning objectives must fit within the program learning objectives
- Must be careful in how we present what is needed to avoid responses becoming too formulaic and to promote and encourage critical thinking
 - However, too often we don't create enough basic structure (expectations) to promote creativity
 - Students will be focused on expectations if they are not clearly listed
 - How are we going to measure the skills and the outcomes (providing the expectations) while also allowing room for creativity?
 - We've been doing this but there is no documentation
- Tisch: Program Assessment Tool
 - Have a tool that measures the courses in each program (UG & GC)
 - Two pieces:
 - Presentation skills
 - Analytical skills
 - Are they separate learning outcomes or broader?
 - Ex: "Demonstrated command of material in answering questions"
 - If student answers 6 out of 8, one faculty member may say this is good while another may say it is excellent
 - Must have more objective explanations on a rubric so that faculty are grading on the same criteria
- McGhee: Teaching Writing I
 - Students grade themselves using this rubric

- Grading rubrics must provide specific examples and the grade breakdown so that students are aware of the grading separation and so that others (faculty & admins) understand the grading scale and what it is based on
- This rubric provides detailed qualitative examples but is not quantitative
 - Instructor uses this rubric along with the NYU quantitative breakdown of grading and has students grade themselves throughout the course
- Schack: Online Discussion Forum Grading Rubric
 - Timeliness is listed on the rubric but this is not a student learning outcome, rather part of the mechanics of the course and the responsibility of the student
 - Provost office is looking specifically for program learning outcomes not responsibility of students in courses, such as timeliness
 - Under communication proficiency: details are listed indicating the breakdown of the grades and the expectations for the students - the next level that we need
 - Ex: "Student has submitted posts with one to five spelling, grammar, syntax, punctuation, citation, or other writing errors."
- CGA: Guidelines for final program project (Thesis or Capstone)
 - Work in progress
 - ...is of high quality...based on scholarly publications that come from refereed journals, appropriate research from primary sources,...
 - Criteria should be described in detail to clearly identify what the expectations and learning outcomes are
 - Methodology: panel of 5? FT or Adjunct? Grading rubric?
 - Detailed information needed so should focus on thesis first since most students write a thesis and then work on capstone as there are less students who select the capstone presentation option
 - Description of how you will use the data that you receive from your measurement
- Must be able to identify what is a problem in the course/program
 - What is the minimum criteria that the students must meet to successfully complete the program
 - Must point to which courses address those outcomes so that you can easily point to that course developing that outcome
- Must have conversation with faculty to explain what content must be covered and what the required student learning outcomes are so that when students are evaluated on their final project, all students in the program are evaluated using the same criteria and students leave with the same minimum skills, if not more.
- How will we store the data?
 - Must first understand how we will use the data
 - Should be at the department level and departments should address it at the faculty meetings in the beginning and/or end of the semester
 - Will also help to see the changing student population
 - Can make changes to the program and course content to fill the gaps and increase focus on certain areas where needed
 - Must look at the data
- Currently looking at the program areas but some skills, such as writing, are school-wide across all programs
 - Should eventually have a single rubric for writing skills or presentation skills in the school, but allow departments/areas to make small changes based on individual programs and industry areas, especially if rubrics are very similar

- Connee would like representative from Provost office to come to next meeting (1st meeting in spring) but we need to have some assessment tools available to present to them
 - Must decide on a timeline
- Written thesis vs capstone presentation to assess program level student learning outcomes/skills
 - Those with the same should work together to examine the rubrics/assessment tools (Subcommittees)
 - Writing: McGhee (BA & AA); CGA (Thesis)
 - Presentation: Most other programs
 - Departments should create the rubrics/assessment tools to measure the program learning outcomes but we should assist them in creating a good product so that we can complete the project during this term and communicate the expectations
 - Having departments create the tools will get their buy-in
 - Committee will then review the tool for similarities and will create a single tool for similar skillsets (written or presentation) if necessary
- Should have assessment tools for programs prepared by February 10 so that we can invite Provost Office to our meeting to review our tools
 - Provost office understands that this is the beginning of our work but wants to see that we have begun and have made progress
- Mid-Year Student Course Evaluations
 - As per Dean Di Lorenzo, we must begin to think about this
 - Students requested this so that they can provide feedback to instructor regarding course and instruction
 - Similar to end of term evaluations but in the middle of the term so that faculty can make adjustments in the course
- Next meeting: **Tuesday, February 17, 2015 1:30pm - 3:30pm**
 - Will review deliverables: what assessment tools will we put forward to the Provost Office Representatives?
 - Include in deliverables:
 - Program learning objectives being measured through instrument (Required)
 - Assessment instrument (Required)
 - Methodology (Required)
 - Acceptable level of scores
 - What will be done with the data
- Submit deliverables by **February 10** to Jessica Martin (jessica.martin@nyu.edu)