




# Re-Building Program Assessment: A Case Study of Assessing, Revising, and Revitalizing Academic Program Assessment at New Jersey Institute of Technology (NJIT)

2022 IUPUI Assessment Institute  
Indianapolis, Indiana  
October 11th, 2022 @ 2:45pm

**NJIT**  
New Jersey Institute of Technology

OFFICE OF INSTITUTIONAL EFFECTIVENESS

[tinyurl.com/NJITatIUPUI22](https://tinyurl.com/NJITatIUPUI22)




## Jeremy P. Reich




Assistant Director for Assessment and Accreditation,  
NJIT's Office of Institutional Effectiveness

Webmaster & Secretary, NJAIR

Education:

- BA History - Drew University
- MAT Social Studies - Rutgers University - Newark
- (In Progress) Ed.D. Higher Education - Fairleigh Dickinson University

 **Weave Academy**  
Certified Assessment Specialist

 [jeremy.p.reich@njit.edu](mailto:jeremy.p.reich@njit.edu)  [in/jeremy-reich/](https://www.linkedin.com/in/jeremy-reich/)  [@Jeremy\\_P\\_Reich](https://twitter.com/Jeremy_P_Reich)

**NJIT**  
New Jersey Institute of Technology

OFFICE OF INSTITUTIONAL EFFECTIVENESS

[tinyurl.com/NJITatIUPUI22](https://tinyurl.com/NJITatIUPUI22)

## Session Outcomes

- Learn from a case study of assessing and building, or re-building, a program assessment process from the ground up
- Learn about the importance of communication, collaboration, and facilitation in successfully implementing an assessment process
- Explore potential pitfalls and solutions to problems of assessment implementation and stakeholder engagement
- Acquire tools, templates, guidance documents, and resources for facilitating program assessment to use or adapt
- Learn from each other's experiences in higher education assessment through open discussion.

**NJIT**  
New Jersey Institute of Technology

OFFICE OF INSTITUTIONAL EFFECTIVENESS

[tinyurl.com/NJITatIUPUI22](https://tinyurl.com/NJITatIUPUI22)



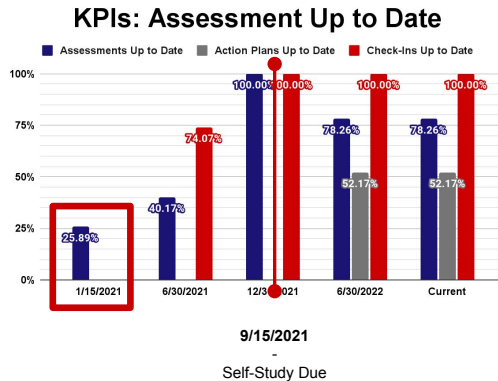
# The Context

**NJIT**  
New Jersey Institute of Technology

OFFICE OF INSTITUTIONAL EFFECTIVENESS

### The Context

- High Turnover
- ~25% of programs up to date on assessment
- Middle States accreditation self-study due in September
- ~8 months to:
  - a. Get situated
  - b. Assess the process
  - c. Revise the process
  - d. Facilitate the process
  - e. Achieve 100%



# Philosophy of Assessment

## Effective, Efficient, Beneficial, & as Painless as Possible      Communication, Collaboration, & Facilitation

- Assess to effectively inform continuous improvement
- As simple, quick, and smooth a process as is possible
- Ensure the benefits of assessment are clear to the program director & other stakeholders
- Inflict as little time-consumption & frustration as possible
- Maintain consistent communication with program directors and stakeholders
  - Stay on their radar
  - Offer support while reminding them of the need to complete the assessment
- Collaborate with stakeholders to develop and implement assessment
  - Program directors
  - Shared Governance Groups
- If it can be done easily by the facilitator, do it and save faculty the burden
  - e.g., the provision of institutional data

### Transparency

- Information on assessment is easily found and available
  - a. Cycle
  - b. Process
  - c. Guidance Documents
  - d. Templates
  - e. Information for stakeholders
  - f. Contact Information
- Materials & experience shared with colleagues and peers



## Transparency

- Information on assessment is easily found and available
- a. Cycle
- b. Process
- c. Guidance Documents
- d. Templates
- e. Information for stakeholders
- f. Contact Information



## Assessment

NJIT's assessment process is designed to facilitate and support continuous reflection, planning, and improvement of the student experience by fostering an institution-wide culture of assessment.

### Assessment

OIE Home

Data Request Form

Factbook

Common Data Sets

Institutional Profile

Reports & Publications

OIE Surveys

Assessment

Institutional Learning Goals

Academic Programs

Support Services

General Education Requirements

Other Assessment Support

Consumer Information

### What is Assessment?

Assessment is a data-informed decision-making process that involves collecting, analyzing, and acting on information and evidence with the goal of improving students' outcomes and experiences. The assessment process is applied to both academic programs and student support services.

Learn what you need to know by clicking on the National Institute for Learning Outcomes Assessment (NOLOA) Brief link below that is most relevant to you as a stakeholder:

- What Faculty Need to Know About Assessment - NOLOA
- What Students Need to Know About Assessment - NOLOA
- What New Student Affairs Professionals and Those New to Assessment Need to Know - NOLOA

### Why do we Assess?

The assessment of academic programs and student services, which is a critical component of Middle States accreditation, provides an opportunity for us to reflect on our mission, goals, and desired outcomes. The assessment process empowers us to determine how well we are achieving our goals, where we would like to make improvements, and what improvements we can make in order to assure the best outcomes for our students. It also enables us to formally track how implemented improvements impact our students, which informs future plans and provides an opportunity for targeted and timely actions.

### What do we Assess?

- Academic Programs
- General Education Requirements (GER)
- External Accreditation

# Assessing & Redesigning the Assessment Process

## Pre-2019

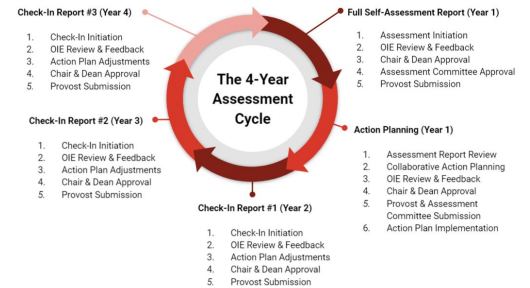
- 5-year cycle
  - Main report with check-ins
- Long text-based reports or overly-complex matrices
- Inconsistent implementation

## 2019-2020 Revamp

- 3-year cycle
  - Assess (Year 1)
  - Analyze (Year 2)
  - Close the Loop (Year 3)
- Assessment Management System implemented
- Incomplete implementation
- Little Guidance

## Revised Process

- Adopted 4-year cycle
  - MSCHE moving to 8 year cycle
  - Thus 2 full assessment cycles w/in 1 accreditation cycle
- Detailed process to ensure collaboration and engagement of informed program leadership
- Formal Action Plans and annual Check-Ins incorporated
  - Discussed more later





## Revised Template

- Word Doc Template
  - Least barrier to entry for faculty
  - Quickest possible development
  - Regular** and **Certificate Program Variants**
- High-Level Components
  - Reflection
  - Enrollment Data
  - Data Analysis

### 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_reich@njit.edu
Degree Finder Link	reg.edu/academics/degrees/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 ideas.

### 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.

## Revised Template

- Outcomes-Based Components
  - Mission Statement
  - Program Goals
  - Student Learning Outcomes (SLOs)
  - Curriculum Mapping
  - Measures
  - Benchmark/Target
  - Findings
  - Recommendations
  - Action Timeline

### 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%

## Components Guidance

- Definitions
- Key Considerations
  - Used to review submissions and provide feedback
- Based on PD, MSCHE Standards, and Best Practices in Assessment

### 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
- Use 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:

- All SLOs should be included in the curriculum map
- All SLOs should have at least once course that introduces the outcome to program students
- All SLOs should have at least once course that develops the outcome for program students
- All SLOs should have at least once course where program students master the outcome



### Initial Feedback

- Simple [checklist rubric](#)
- Built on defined Assessment Components
- Provided for those programs that already had an assessment report in progress
- Not expected to meet all key considerations until after formal review of mission, goals, & learning outcomes
- In the end, too formal for the initial assessment effort and scrapped for the time being

Academic Program Components Feedback	
Academic Program	[Redacted]
Feedback Date	[Redacted]
Program Director	[Redacted]
Contact Email	[Redacted]
Components & Key Considerations	
<b>Initial Data Analysis</b>	<b>Achieved</b>
Program data provided by OIE is analyzed and context is provided for any findings	Yes
<b>Reflection on Progress Since the Last Report</b>	<b>Pending</b>
All recommended actions from the last full report are included & addressed	N/A
Recommended actions are identified as "Implemented," "In Progress," or "Not Implemented"	N/A
<b>Mission Statement</b>	<b>Developing</b>
Clearly and concisely written for a general audience	Partially
Realistic and achievable	Yes
Defines the program's purpose	Yes
Identifies the program's primary functions, activities, & stakeholders	Yes
Focused on student learning	Partially
Aligns clearly to the missions of the University, College, and Department	Yes
Highlights what is unique about the program	Yes
Publicly available, known, and easy to find	Yes
<b>Program Goals</b>	<b>Developing</b>
3-7 goals identified	No
Clearly stated and concisely written	Yes
Realistic and achievable	Yes

### Initial Data Provision

- High-level student outcomes
- Program directors analyze data
- Context provided on findings
- Actions are recommended as appropriate

Program Level Outcome Assessment Worksheet					
1. Enrollment					
AY	New	Left	Total	Degrees Awarded	
2016-17	102	34	279	82	
2017-18	123	31	298	69	
2018-19	95	38	258	70	
2019-20	101	39	296	85	
2020-21	100		282	72	

2. Retention and Graduation Rates						
Fall	Cohort	Retention Rates (%)		Graduation Rates (%)		
		2nd Year	3rd Year	4 Year	5 Year (5)	6 Year
2011	10	90% (9)	90% (9)	20% (2)	50% (5)	70% (7)
2012	2	100% (2)	50% (1)	0% (0)	50% (1)	50% (1)
2013	3	67% (2)	33% (1)	33% (1)	33% (1)	33% (1)
2014	19	95% (18)	84% (16)	58% (11)	84% (16)	84% (16)
2015	31	90% (28)	81% (25)	48% (15)	81% (25)	81% (25)
2016	47	81% (38)	81% (38)	26% (12)	70% (33)	72% (34)
2017	55	89% (49)	80% (44)	31% (17)	66% (36)	
2018	34	91% (31)	79% (27)	27% (9)		
2019	43	91% (39)	0% (0)			
2020	36	0% (0)				

### 1-1 Communications & Follow-Ups

- Personalized Outreach
- Program-specific documents & resources
- Bi-monthly follow-ups to check-in, remind, and offer guidance & support

Commencing Academic Programs Assessment

Reich, Jeremy P. | jeremy.p.reich@njit.edu

Good Morning [Redacted]

Last year, I was internally recruited by the Office of Institutional Effectiveness to revise and revitalize our assessment initiative. We now have a new process for facilitating and conducting academic program assessment that was implemented last Spring.

- To learn more about Assessment in general, please see this link: [njit.edu/oi/assessment](#)
- To learn more about the Academic Assessment process at NJIT, please see this link: [njit.edu/academic-coordinators](#)

Your programs, listed below, are now up for its first full program assessment using this new process. If you are not the program director for any of the listed programs, please let me know as some interested information was set up in a file.

Please use the following link to make an appointment with me over the next few weeks based on your availability, where I will brief you on what we need from you, as well as what guidance, support, and facilitation is conducted from my end: [calendly.com/jeremyoi/assessment](#)

Programs Up for Assessment

I want to make sure you are aware that the assessment process is designed to be as effective, efficient, and painless as possible.

I have attached your program's most recent assessment and check-in reports, conducted under older guidelines and with older templates, for reference.

I look forward to meeting with you and have a wonderful day!

NJIT | Jeremy P. Reich

Reich, Jeremy P. | jeremy.p.reich@njit.edu

Good Afternoon [Redacted]

I hope you had a restful spring break! I am following up to see if there has been any progress on these program assessments.

Please let me know if I can be of any guidance or support and have a wonderful day!

NJIT | Jeremy P. Reich  
Assistant Director for Assessment and Accreditation  
Office of Institutional Effectiveness  
jeremy.p.reich@njit.edu | (873) 598-5312

WeaveAcademy | LinkedIn

Learn more about NJIT's assessment efforts at [njit.edu/oi/assessment](#)  
Schedule a meeting with me at [calendly.com/jeremyoi/assessment](#)

### Facilitation Dashboard

- Tracks status and progress of all assessment activities
- Contacts for all program leadership
- Details each stage of the assessment process
- Details what degree of contact I'm in with each program director

Presentation Copy of Assessment Dashboard 2.0

Colleg	Dept	Degree	Program	Phase	Status	Contact	Contact Email	Phone	LinkedIn
11	COLG DEPT	DORF	Program Title	Full Assessment	PA in Progress	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Full Assessment	PA in Progress	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Out of Contact	121_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Met Recently	116_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Met Recently	116_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Contacted Recently	121_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Plan Completed	NA			
11	COLG DEPT	DORF	Program Title	Action Planning	MAP In Progress	Contacted Recently	118_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP In Progress	Contacted Recently	118_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP In Progress	Contacted Recently	118_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP In Progress	Contacted Recently	118_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP In Progress	Contacted Recently	118_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Contacted Recently	113_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP In Progress	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP In Progress	Recent Contact	123_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Out of Contact	112_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Meeting Set	1212_ena@njit.edu	Franchise	Leahanne
11	COLG DEPT	DORF	Program Title	Action Planning	MAP Initiated	Contacted Recently	121_ena@njit.edu	Franchise	Leahanne

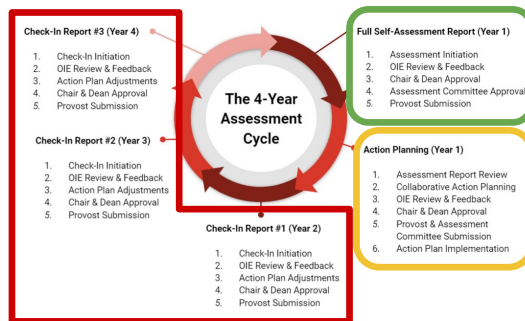
## Pitfalls and Refinements

- Resistance and Reluctance from Program Directors
- Going up the chain to engage those ignoring me or refusing to conduct quality assessment
- Using Grade Data for Assessment
- Setting Benchmarks and Targets
- Not meeting the initial deadline

## Action Planning & Check-Ins

### Cycle Recap

- Action Planning formalizes the process of "Closing the Loop"
- Check-Ins facilitate progress, agile refinements, and accountability for the action plan
- Each template builds on the results of the prior step of the process



### Action Planning

- [Components Guidance](#)
- [Template](#)
- Process
- Approvals

#### Outcomes-Based Actions

Priority	SLO Number	SLO Description
1	1.3	Students will be able to identify the current challenges and trends in assessment in the context of higher education.
Measure	Benchmark and Target	Initial Finding
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		
Students require more guidance and resources for designing and conducting effective presentations prior to their final presentation.		
Planned Actions		
Add guidance and resources to class LMS instances and update course syllabus to include additional instruction on presentation skills.		
Required Resources	Implementation Timeline	
<ul style="list-style-type: none"> <li>• Guidance for effective presentations</li> <li>• Syllabus update</li> </ul>	Immediate	



### Check-In Process



- [Components Guidance](#)
- [Template](#)
- Not yet implemented

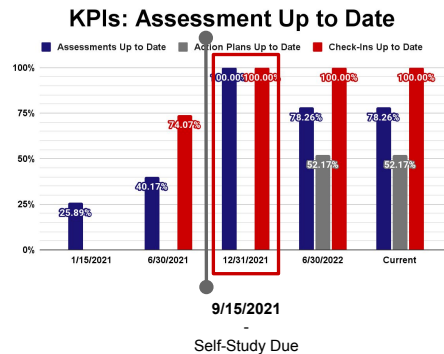
#### Outcomes-Based Actions

Priority	SLO Number	SLO Description	
1	1,3	Students will be able to identify the current challenges and trends in assessment in the context of higher education.	
Measure	Benchmark and Target	Initial Finding	
Final presentation rubric scores	80% of students achieve a Competent (level 3 of 5) or higher for all rubric levels.	Not Met - 60%	
Planned Actions			
Add guidance and resources to class LMS instances and update course syllabus to include additional instruction on presentation skills.			
Check-In Findings	Progress Made	Next Steps	
1.	70%	Guidance added and syllabus updated	Run updated course
2.	85%	Updated course run	N/A
3.	87%	N/A	N/A
Final Findings	Overall Progress Made	Target Met	
90%	Plan fully implemented as originally described	Yes	

# Results of the Year's Efforts

### The Results

- I'm still here
- 100% of programs were to date on assessment...
- but it took until December to accomplish (11 months)



# Feedback from our MSCHE Accreditors

# Feedback on Program Assessment

- Utilize direct in-course assessment measures instead of course grades.
- Conduct the components revision process, with an emphasis on establishing student learning outcomes (SLOs) that are of quality, clarity, and are measurable, using specific action verbs.
- SLOs, especially for undergraduate programs, should be overtly connected to how the lead to successful careers and lives.
- Extend assessments to include experiential and milestone learning experiences

# Assessment Components Revision

## Guidance Documents

- [Full Process Document](#)
- [Writing Mission Statements](#)
- [Writing Goals](#)
- [Writing SLOs](#)
- [Example Mission, Goals, & Outcomes](#)
- [Approvals Process](#)
- [Curriculum Mapping](#)
- [Identifying Measures](#)

## Process Templates

- [Revision Worksheet](#)
- [Mapping Worksheet](#)
- [Measures Worksheet](#)

1. Initiate Components Revision
  - a. Reach out to Program Directors of programs ready for the process on Sept. 15<sup>th</sup>
  - b. Identify revision teams, including:
    - i. Program director
    - ii. Key program faculty (at least from action planning team)
    - iii. Other key stakeholders to be identified
  - c. Confirm revision team prior to scheduling first meeting
2. Mission Revision
  - a. Schedule 1<sup>st</sup> meeting with email including:
    - i. Brief context of the process with links to website
    - ii. Content of Middle States support for this process
    - iii. Questions for the revision team to consider prior to the meeting
    - iv. Materials for review during the meeting including:
      1. NJIT mission statement
      2. College mission statement
      3. Department mission statement
      4. Writing a Mission Statement guidance document
      5. Curriculum mapping components document
      6. Mission Goals Outcomes example document
      7. JobEQ RTR Program Report (up to 25 rows in each table, NJIT Varsity)
  - b. Workshop 1<sup>st</sup> draft the Mission Statement in meeting
  - c. Reflect on draft using the review questions
  - d. Finalize Mission Statement by decision of the team
3. Program Goals Revision
  - a. Schedule 2<sup>nd</sup> meeting with email including:
    - i. Completed mission statement
    - ii. Questions for the revision team to consider prior to the meeting
    - iii. Degree Qualifications Profile (DQP) for the program level
    - iv. Writing Program Goals guidance document
    - v. Curriculum mapping components document
    - vi. Mission Goals Outcomes example document
  - b. Workshop 2<sup>nd</sup> list of goals
  - c. Workshop articulation of goals
  - d. Reflect on drafts using the review questions
  - e. Schedule subsequent meetings to complete this process as needed
  - f. Finalize Program Goals by decision of the team
4. Student Learning Outcomes Revision
  - a. Schedule 3<sup>rd</sup> initial meeting with email including:
    - i. Completed mission statement
    - ii. Completed Program Goals
    - iii. Questions for the revision team to consider prior to the meeting
    - iv. JobEQ RTR Program Report (up to 25 rows in each table, NJIT Varsity)
    - v. Writing Student Learning Outcomes guidance document
    - vi. Curriculum mapping components document

## Guidance Documents

- [Full Process Document](#)
- [Writing Mission Statements](#)
- [Writing Goals](#)
- [Writing SLOs](#)
- [Example Mission, Goals, & Outcomes](#)
- [Approvals Process](#)
- [Curriculum Mapping](#)
- [Identifying Measures](#)

## Process Templates

- [Revision Worksheet](#)
- [Mapping Worksheet](#)
- [Measures Worksheet](#)

## Writing a Mission Statement for Academic Programs

A mission statement is a concise statement, developed collaboratively with faculty and other stakeholders, which communicates the purpose and values of the academic program.

The key considerations when writing a mission statement for an academic program is that it is

- 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

One Possible Structure of a Mission Statement for an Academic Program

"The mission of NJIT's [program title] is to [primary purpose] by [primary functions & activities] for [program's stakeholders]. [Optional clarification statement.]"

- If needed, additional clarification can be provided in a following sentence, so long as the full mission statement remains clear and concise.

An Example of an Academic 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."



### Guidance Documents

- [Full Process Document](#)
- [Writing Mission Statements](#)
- [Writing Goals](#)
- [Writing SLOs](#)
- [Example Mission, Goals, & Outcomes](#)
- [Approvals Process](#)
- [Curriculum Mapping](#)
- [Identifying Measures](#)

### Process Templates

- [Revision Worksheet](#)
- [Mapping Worksheet](#)
- [Measures Worksheet](#)

#### Academic Program Mission, Goals, and Outcomes

Academic Program	MS in Measurement & Assessment in Higher Education
Program Director	Jeremy Reich
Contact Email	<a href="mailto:jeremy.reich@njit.edu">jeremy.reich@njit.edu</a>
Degree Finder Link	<a href="http://njit.edu/academics/degree/ms-mahe">njit.edu/academics/degree/ms-mahe</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.

#### Program Goals and Student Learning Outcomes

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

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

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

### Guidance Documents

- [Full Process Document](#)
- [Writing Mission Statements](#)
- [Writing Goals](#)
- [Writing SLOs](#)
- [Example Mission, Goals, & Outcomes](#)
- [Approvals Process](#)
- [Curriculum Mapping](#)
- [Identifying Measures](#)

### Process Templates

- [Revision Worksheet](#)
- [Mapping Worksheet](#)
- [Measures Worksheet](#)

SLO	Academic Program										Contact Email					
	Program Director	Core Course	Core Course	Core Course	Core Course	Core Course	Core Course	Core Course	Core Course	Core Course	Electives	Electives	Electives	Experience	Experience	Experience
SLO 1.x.x																
SLO 2.x.x																
SLO 3.x.x																
SLO 4.x.x																
SLO 5.x.x																
SLO 6.x.x																
SLO 7.x.x																
SLO 8.x.x																
SLO 9.x.x																
SLO 10.x.x																

Research Based Inquiry	SLO 1.x.x	SLO 2.x.x	SLO 3.x.x	SLO 4.x.x	SLO 5.x.x	SLO 6.x.x	SLO 7.x.x	SLO 8.x.x	SLO 9.x.x	SLO 10.x.x
Professional Readiness										
Creativity										
Collaboration										
Ethical Conduct										
Sustainability										

### Guidance Documents

- [Full Process Document](#)
- [Writing Mission Statements](#)
- [Writing Goals](#)
- [Writing SLOs](#)
- [Example Mission, Goals, & Outcomes](#)
- [Approvals Process](#)
- [Curriculum Mapping](#)
- [Identifying Measures](#)

### Process Templates

- [Revision Worksheet](#)
- [Mapping Worksheet](#)
- [Measures Worksheet](#)

#### Academic Program Measure Identification Worksheet

Academic Program	
Program Director	
Contact Email	
Degree Finder Link	

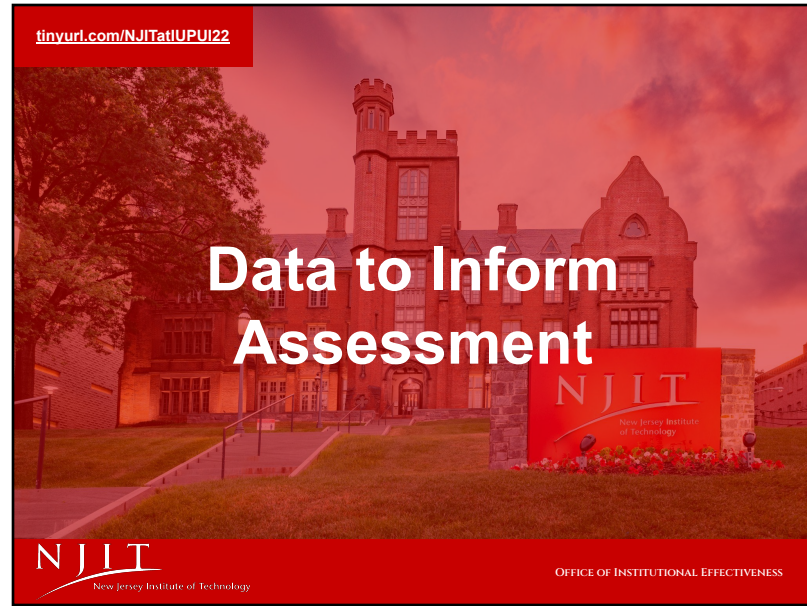
#### Program Mission Statement

#### Program Goals and Student Learning Outcomes

Program Goal #1:

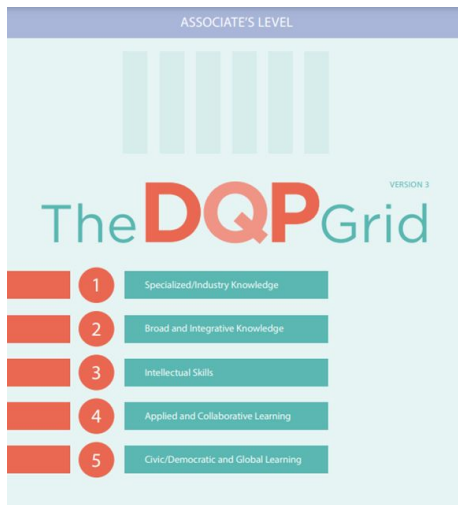
Student Learning Outcome (SLO) 1.1:			
MP	Measures	Benchmarks	Targets

Student Learning Outcome (SLO) 1.2:			
MP	Measures	Benchmarks	Targets



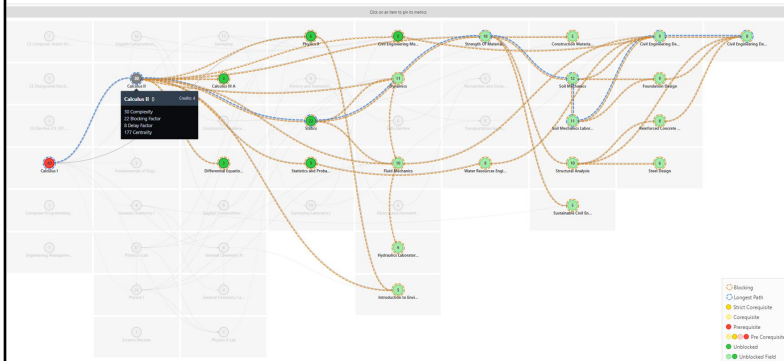
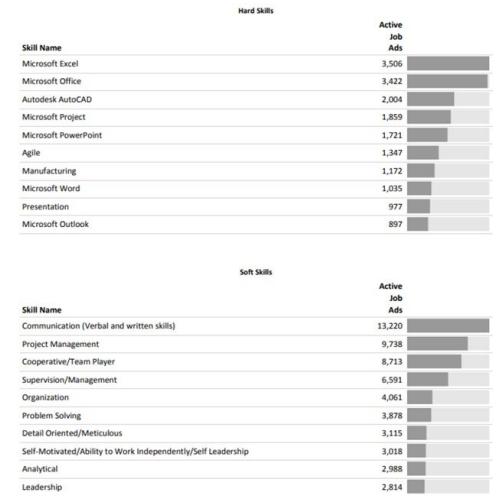
### Process Templates

- [DQP](#)
- [JobsEQ](#)
- [Curricular Analytics](#)
- [Intelliboard](#)



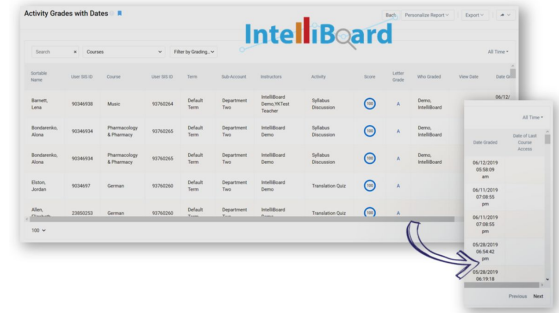
### Process Templates

- [DQP](#)
- [JobsEQ](#)
- [Curricular Analytics](#)
- [Intelliboard](#)



### Process Templates

- [DQP](#)
- [JobsEQ](#)
- [Curricular Analytics](#)
- [Intelliboard](#)



# Final Questions and Concluding Discussion

## Questions to Consider & Add to:

- How long is your assessment cycle and why?
- Do you provide assessment resources/info transparently?
- Do you have formal action planning and check-in processes? Why or why not?
- How do you collect data to inform assessment?
- How do you measure improvements due to assessment?
- How do you define the “program director” and how is the role accounted for in faculty merit and time?

# Thank You!



### Jeremy P. Reich

Assistant Director for Assessment and Accreditation,  
NJIT's Office of Institutional Effectiveness

Webmaster & Secretary, NJAIR

Education:

- BA History - Drew University
- MAT Social Studies - Rutgers University - Newark
- *(In Progress)* Ed.D. Higher Education - Fairleigh Dickinson University



[M jeremy.p.reich@njit.edu](mailto:jeremy.p.reich@njit.edu)

[in /in/jeremy-reich/](https://www.linkedin.com/in/jeremy-reich/)

[Twitter @Jeremy\\_P\\_Reich](https://twitter.com/Jeremy_P_Reich)



## Academic Action Planning Components

This document serves as a guide for NJIT academic program directors and action planning teams for developing formal action plans based on their program’s full self-assessment report. Each program will receive pre-filled action planning worksheets with relevant SLOs and their respective recommended actions, as well as recommended actions based on the Initial Data Analysis that are all pulled from the full assessment report.

To facilitate this process, feedback on submissions will be provided by OIE prior to approval by the program’s chair and dean. 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 action planning.

### Action Planning Team

A team of program faculty, led by the program director and facilitated by the assessment and accreditation coordinator, that collaboratively develops the action plan for the program based on the recently completed full self-assessment report.

Key considerations include:

- Program director is included and leads the team
- Key program faculty and instructors are included on the team and are active in the process
- For Master’s programs that have associated Certificate programs, the team includes the program director for the certificate program to facilitate consolidated and aligned action planning

### Planned Actions

An action to be taken prior to conducting the next full self-assessment that is designed to improve the outcomes of the associated SLO or general outcome.

Key considerations include:

- The action is realistic and achievable in the timeline of the assessment cycle
- It is informed by the Recommended Action provided by the program director
- Required Resources are listed as appropriate

### Priority

The relative urgency of implementing and successfully completing the associated Planned Action, in comparison to the other Planned Actions.

Key considerations include:

- Actions are prioritized based on their potential impact on student outcomes and alignment with program goals

### Required Resources

The resource(s) required in order to successfully implement the associated Planned Actions

Key considerations include:

- Resources are realistically obtainable through standard institutional budgets and processes
- They are adequate to ensure the successful implementation of the associated Planned Action

### Implementation Timeline

The timeframe in which the Planned Action is to be implemented and completed.

Key considerations include:

- Planned Action can be realistically implemented and completed in the given timeline, prior to the next full assessment
- When the action will be initiated, especially if not in the first year of the check-in cycle

# Writing a Mission Statement

## Guidance for Academic Programs

**A mission statement is:** A concise statement, developed collaboratively with faculty and other stakeholders, which communicates the purpose and values of the academic program.

The key considerations when writing a mission statement for an academic program is that it is:

- 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

### One Possible Structure of a Mission Statement for an Academic Program

“The mission of NJIT’s [program title] is to [primary purpose] by [primary functions & activities] to/for [program’s stakeholders]. [Optional clarification statement.]”

- If needed, additional clarification can be provided in a following sentence, so long as the full mission statement remains clear and concise.

### An Example of an Academic 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.”



# Writing Your Mission Statement

## A Process for Academic Programs

### Drafting your Mission Statement

Answer the following questions in collaboration with program faculty and stakeholders. Then, draft your mission statement. Examples are provided below based on the mock example above.

1. What is the program's primary purpose?  
**To prepare students to conduct assessment for continuous improvement in higher ed.**
2. What are the primary functions and activities of the program for achieving its purpose?  
**Instruction in the areas of data collection, management, processing, analysis, and reporting**
3. Who are the program's stakeholders?  
**Students, Institutions of Higher Education**

### Reviewing your Draft Mission Statement

Once you have drafted your mission statement, you can use the following questions to review and refine.

1. Does the mission statement align clearly to the missions of the University, College, and Department?
2. Does it highlight what is unique about the program?
3. Is it focused on student learning?
4. Is the mission realistic and achievable?
5. Is the mission statement written clearly and concisely with a general audience in mind?

# Writing Program Goals

## Guidance for Academic Programs

**Program Goals are:** 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.

The key considerations when writing program goals for academic programs are that they are:

- 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 graduates
- Publicly available, known, and easy to find

### The Structure of a Program Goal for an Academic Program

“Program graduates will **[verb]** **[general knowledge or ability]**.”

- See [Bloom's Taxonomy of Measurable Verbs](#), via NILOA, for examples of usable verbs.
- The program goals are not just for internal use, but also for informing stakeholders within and beyond the university. Make sure that they are written for a general audience and are prominently displayed on your program's website.

### An Example of a Program Goal

“Program graduates will **transform** data into actionable knowledge for use in assessment.”

# Writing Your Program Goals

## A Process for Academic Programs

### Brainstorming your Program Goals

List 3 to 7 distinct items of general knowledge or abilities that all graduates are expected to master by the time they graduate from your program. For example: “*Data processing, analysis, and reporting.*”

### Drafting your Program Goals

Using action verbs, draft each of your brainstormed items into a goal statement. You can refer to [Bloom’s Taxonomy of Measurable Verbs](#), for examples of usable verbs. See the previous page for an example.

### Reviewing your Draft Program Goals

Once you have drafted your program goals, you can use the following questions to review and refine.

1. Does each goal align clearly to the approved program mission?
2. Do they reflect the field’s purpose and intentions?
3. Are they focused on student learning?
4. Are they realistic and achievable?
5. Are they written clearly and concisely with a general audience in mind?



# Writing Student Learning Outcomes (SLOs)

## Guidance for Academic Programs

**Student Learning Outcomes (SLOs) are:** Specific and measurable skills, abilities, knowledge, beliefs, or attitudes that students are expected to achieve through the program.

The key considerations when writing SLOs for academic programs are that they are:

- 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

### One Possible Structure of a Student Learning Outcome (SLO) for an Academic Program

“Students will be able to [action verb] [specific skill, ability, knowledge, belief, or attitude] to [person, place, or thing and purpose].”

- See [Bloom’s Taxonomy of Measurable Verbs](#), via NILOA, for examples of usable verbs.
- The Student Learning Outcomes are not just for internal use, but also for informing stakeholders within and beyond the university. Make sure that they are written for a general audience and, when finalized, are prominently displayed on your program’s website.

### An Example of an Academic Program Student Learning Outcome (SLO)

“Students will be able to **design** data visualizations and other reporting mechanisms to communicate useful information to **stakeholders to inform assessment**.”

# Writing Your Student Learning Outcomes (SLOs)

## A Process for Academic Programs

### Brainstorming your Student Learning Outcomes

For each of your program goals, list the distinct and specific skills, knowledge, beliefs, or attitudes that all graduates are expected to master by the time they graduate from the program. For example: “*Design data visualizations.*”

### Drafting your Student Learning Outcomes

Using action verbs, draft each listed item into an outcome statement. You can refer to [Bloom’s Taxonomy of Measurable Verbs](#), for examples of usable verbs. See the previous page for an example.

### Reviewing your Draft Student Learning Outcomes

Once you have drafted your student learning outcomes, you can use the following questions to review and refine.

1. Are they aligned clearly to the Program Goals?
2. Are they written in terms of the student?
3. Are they observable and measurable behaviors?
4. Are they realistic and achievable in the timeframe of the program?
5. Are they written clearly and concisely with a general audience in mind?
6. Are they written precisely?

# Mapping Your Curriculum

## Guidance for Academic Programs

For this process, use the Curriculum Mapping Worksheet provided for this program by OIE.

### Drafting your Curriculum Map – Part 1: Program Outcomes

1. As much as is possible, list the core courses, electives, and experiences in order of intended progression.
  - a. GER courses are not included as they are assessed separately as a program.
  - b. Elective courses are not included individually, but rather as an aggregated requirement that all students are expected to fulfil, so that if there is a requirement that students select an elective from a pre-determined grouping, that is the electives group.
  - c. Experiences are those requirements that are not course-based, but are expected of all students. Examples include internships, a thesis defense, conference presentations, journal publications, and etc.
2. List each SLO in order on the y-axis
3. For each listed course or requirement, mark which SLOs they address using the designation “X.” This can be done either as a group, or by asking course leads to individually contribute to the map for their course.
  - a. For individual courses, the mapping must be true for all sections of the course so that every student is taught and assessed the marked SLOs.
  - b. For electives aggregated as requirement, the mapping must be true for all options so that every student is taught and assessed the marked SLOs.

4. Where courses are marked as addressing an SLO, determine whether the course introduces the outcome, develops the outcome, or if students masters the outcome in the course.
  - a. Use the designations “I” for introduce, “D” for develop, and “M” for mastery, removing the prior “X” designation.
  - b. “I” courses should have no curricular prerequisites that previously address the given outcome or goal.
  - c. “D” courses should have a curricular prerequisite that introduced or addressed the given outcome or goal and is followed up by another course that falls into the mastery designation.
  - d. “M” courses should be the last time in the program that the outcome or goal is taught and assessed, designating the point in the curriculum where all students are expected to have mastered it at the programmatic level. This can also be used in cases were outcomes are introduced and mastered within a single course or experience for the whole program.

### **Drafting your Curriculum Map – Part 2: Institutional Learning Goals**

1. List each SLO in order on the x-axis
2. For each Institutional Learning Goal, mark which SLOs address them using the designation “X.”



### **Reviewing your Draft Curriculum Map**

1. Are there any outcomes or Institutional Learning Goals that are not addressed through the curriculum?
2. In the intended progression, is each outcome first introduced, then developed, and finally mastered? If not, is this intended and acceptable? The Institutional Learning Goals are not included in this step.
3. Are there any courses or requirements that are particularly weak in their contributions to addressing the SLOs? If so, is this intended and acceptable?
4. Are there any Institutional Learning Goals that are particularly weakly addressed? If so, is this intended and acceptable?
5. How do electives in particular contribute to students' achievement of the SLOs? Do they contribute to an acceptable level?

### **Acting on the Results of your Curriculum Map**

1. Are there any adjustments that need to be made, either to the structure of the curriculum or within any of its courses or requirements?
2. Course contributions to the program should be reflected in the syllabus.
3. The curriculum map should be posted on the program's department website along with the previously-published mission, goals, and outcomes.
4. The curriculum map should be provided to enrolled students through program advising.

# Identifying Measures, Benchmarks, and Targets

## Guidance for Academic Programs

For this process, use the Measure Identification Worksheet provided for this program by OIE.

### Identifying Measures of Assessment

1. For each instance where a course teaches and assesses an outcome on the finalized curriculum map, determine how the outcome is most directly assessed in the course.
  - a. The measure should serve as the summative assessment of the students' learning for the outcome in the course.
  - b. When a course is designated "M" and students are expected to master the outcome by the end of the course, the identified measure should be the summative measure of the outcome at the program level.
  - c. The measure should provide the most specific and direct assessment data possible for the outcome.
2. Record each identified assessment measure on the worksheet under the appropriate SLO.
  - a. Record the Mastery Progression (MP) level of the course or experience where the measure is housed, as identified in the Curriculum Map.
  - b. Record the name of course or experience where the measure is housed
    - i. For courses, use the subject code and course number only (e.g. HUM 101).
    - ii. For experience and electives groups, use the designation provided in the finalized curriculum map.
  - c. Record the exact title of the measure of assessment used in the LMS.

- i. This will be critical to data collection efforts during the assessment process, if Canvas data is being used to inform your program's assessment. The name of the assessment must be the same as the name used for the assessment in the LMS, otherwise data will have to be collected from within the courses manually and retroactively by course instructors.

### **Setting Benchmarks and Targets**

1. For each identified measure of assessment, determine what level of achievement indicates that students have mastered the outcome as expected.
  - a. This should be available through the data recorded in the LMS such as grades, rubric levels, and etc.
  - b. Benchmarks should not be the minimal passing level for the assessment, but rather indicative that the student has mastered the outcome being assessed.
2. For each identified measure of assessment, determine the ideal percentage of students in the program who should meet or exceed each outcome.
  - a. The target should not be set at 100% for any measure, as it is expected that some percentage of students will not meet or exceed the target for reasons that the program cannot be held accountable for.

### **Reviewing Benchmarks and Targets**

1. Is each benchmark appropriately rigorous and does it lead to continuous program improvement?
2. Is each target appropriately rigorous and does it lead to continuous program improvement?