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Closing the Loop

January 31 & February 1, 2023

Office of Educational Effectiveness
Assessment Workshop Series

Facilitator Introductions



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OEE Workshop Series: Assessment Process

Step 1: Articulating Goals And Objectives (Aug./Sept)

Step 2: Mapping And Metrics (Sept.)

Step 3: Benchmarks And Timelines (Oct.)

Step 4: Data Collection, Analysis, and Reporting (Nov.)

Step 5: Closing The Loop (Jan./Feb.)

Fall 2022 Assessment Reports due 2/20/23

OEE Workshop Learning Objectives

Upon completion of this workshop, participants will be able to:

- Understand current assessment reporting requirements for accredited and non-accredited degree and certificate programs at SBU.
- Articulate action plans to improve assessment outcomes in the future.
- Finalize their OEE Program Assessment Plan Template.



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Reminder of Assessment reporting requirements for 2022-2023

Current Assessment Reporting Requirements

- **Accredited Programs**
 - No report required. Please ensure OEE has your most recent self-study on file for each accredited program.
- **Non-Accredited Programs**
 - Report required for each individual degree or certificate program (bachelor's, master's, doctoral, or advanced graduate certificate).
- The [SBU Assessment Council](#) is drafting an institutional assessment policy which will solidify assessment reporting requirements for future academic years.

School or College	
Department	
Degree Program	
Program Goals	
Accomplishments	
Improvements	
Evidence that Prompted Improvement	

Program Learning Objective 1: Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	
Assessment Method	
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

Review of Requirements for 2/20/23

- **Provide Program Goals**
 - 3-6 mission-derived statements about your educational experience
- **Provide 2022-2023 Accomplishments**
 - What were you proud of this past year? Faculty publications? Graduation and Retention? Student employment? A new collaborative space?
- **Provide 2022-2023 Improvements**
 - What program improvements did you implement? Additional course sections? Hired TAs/GAs? New software? New SUNY degree proposals or revisions?
- **Provide 2022-2023 Evidence**
 - What sources did you consult to make those changes? Student feedback? Faculty surveys? Course evaluations? Focus groups?

Review of Requirements for 2/20/23

- **Provide program learning objectives (PLO)**
 - 3-6 statements of what students should achieve
- **For EACH PLO indicate:**
 - Where it is assessed (Location in Curriculum Map, “SPD 505”)
 - How it is assessed (Assessment method, “Case Study 2”)
 - When it is assessed (Timeline/Frequency, “Fall 2022”)
 - Target Achievement level (Benchmark, “80% score 85 or higher”)
- **For ONE PLO indicate:**
 - Results/Findings (Outcomes Data, “70% scored 85 or higher. Most students missed points on the questions related to financial aid administration.”)
 - Actions/Improvements (Plan to ‘close the loop’, “Added supplemental readings related to financial aid administration. Hired TA to support SPD 505 next semester.”)

Sample Report

Fall 2022 - Spring 2023 Program Assessment Report

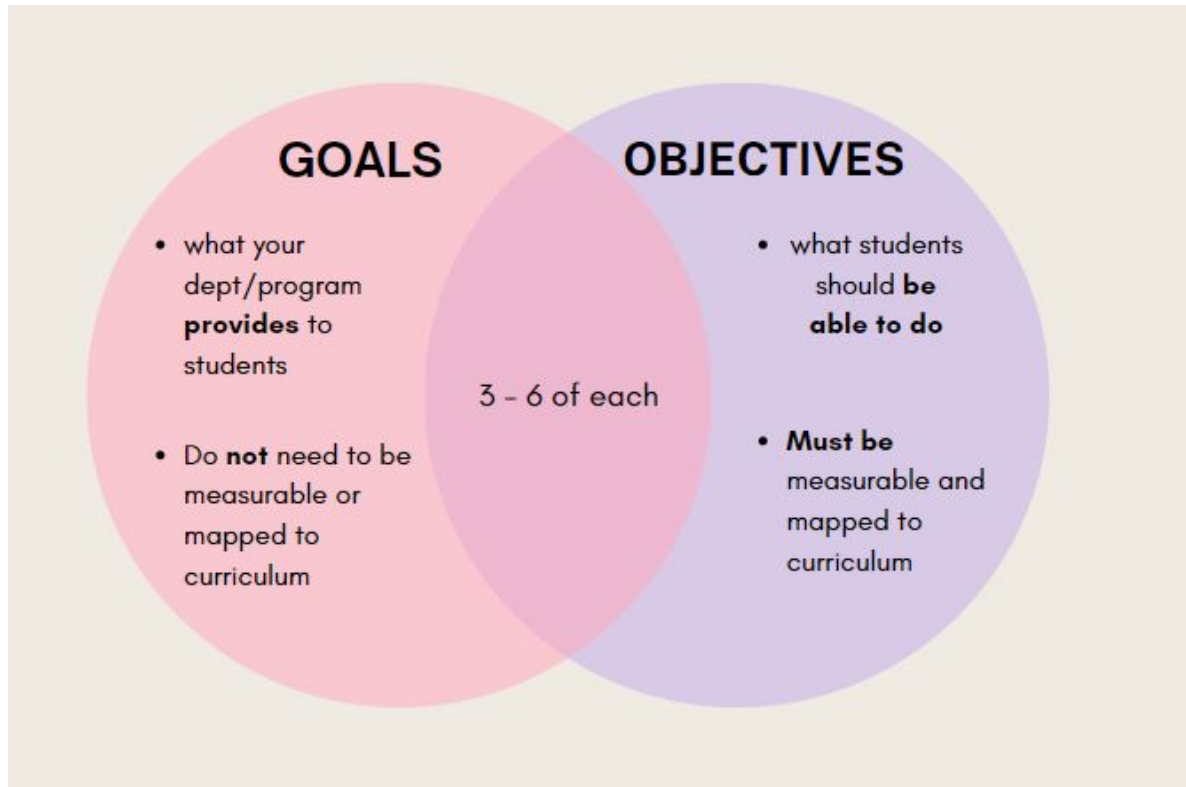
School or College	School of Law
Department	Department of Law, Ethics & Public Policy
Degree Program	Juris Doctor
Program Goals	<ul style="list-style-type: none"> The program provides students with the tools for active and effective participation as professionals in legal counseling, advocacy and decision-making. The program prepares students for the study of law as an integral component of larger social, political, economic and ecological systems. The program employs the Socratic Method, problem-based learning, and simulated or experiential learning to help students develop their legal skills and abilities.
2022-2023 Accomplishments	<ul style="list-style-type: none"> 95% retention rate for the most recently admitted cohort. 75% of graduates passed the Bar Exam (higher than New York State pass rate of 66%). Increased admissions process selectivity by 5% compared to last year.
2022-2023 Improvements	<ul style="list-style-type: none"> Inclusion of hybrid learning options in select courses. Successfully hired 2 new tenure-track FTEs with experience in distance learning. 5 Additional Teaching Assistantships offered. Expanded faculty office hours and leveraged scheduling support application to reduce administrative burden and increase student attendance at office hours.
2022-2023 Evidence that Prompted Improvement	<ul style="list-style-type: none"> Feedback from student surveys indicating a desire for increased flexible and/or distance learning formats as we emerge from the pandemic. Feedback from student focus groups indicating a need for more one-on-one support in the classroom. Data from student course evaluations suggesting better outcomes in classes supported by TAs.

Program Learning Objective 2: Upon completion of the degree, students should be able to synthesize legal texts and apply the legal principles extracted from the texts to new factual circumstances.	
Location in Curriculum Map (Course Name)	LAW 670
Assessment Method	Literature Review with Policy Recommendation
Timeline/Frequency	Spring 2022 (Assessed in Year 2 of 3-year cycle)
Benchmark	Average overall score of 20 on a 25-point rubric measuring analysis of at least 3 legal texts and synthesis of selected texts to form a sound policy recommendation.
Results/Findings	Results show an average overall score of 18 on a 25-point rubric. Students commonly lost points on citation requirements.
Actions/Improvements	Require student participation in citation training as a component of orientation. Regroup with instructors to determine whether citation requirements merits points within the rubric, as students otherwise scored well on content-related requirements.



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1. Quick Review: Identify your Program Goals & Learning Objectives (PLO)



Using Bloom's Taxonomy

Learning objectives should align with the level or setting of the institution, program (undergraduate, graduate, doctoral), course (introductory course, culminating course), and discipline or subject matter. Bloom's taxonomy can serve as a helpful tool to select a verb to fill in the blank in the learning objective "formula" above that is appropriate for its context.

Step 1. Determine audience and timeline.

Learning objectives are concise extensions of the phrase, "By completing the [degree/certificate/ program], students will be able to _____."

Step 2. Select a measurable verb to describe what you want students to engage in.

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Measurable Verbs	arrange, define, detail, duplicate, find, identify, indicate, label, list, locate, order, pronounce, recall, recognize, recite, state	associate, categorize, clarify, classify, decipher, describe, examine, explain, generalize, paraphrase, summarize, translate	apply, calculate, carry out, compute, conduct, demonstrate, determine, discover, employ, execute, graph, implement, operate, perform, solve, use, utilize	analyze, break down, categorize, classify, compare, contrast, differentiate, discern, dissect, distinguish, investigate, question	argue, assess, choose, conclude, convince, critique, debate, defend, discredit, evaluate, judge, justify, persuade, rate, recommend, solve, validate, verify	assemble, assimilate, build, change, combine, compose, construct, create, design, develop, formulate, generate, hypothesize, invent, produce, synthesize, theorize, write

Step 3. Include additional supporting details to provide

Examples: Students will be able to...

- ...create *a measurable learning outcome using Bloom's Taxonomy as a framework.*
- ...evaluate *organizational decisions based on business ethical principles.*
- ...compare *works of art from the Impressionism and Post-Impressionism eras.*
- ...apply *the quadratic equation to an algebra word problem.*
- ...describe *the basic theories in developmental psychology.*
- ...identify *elements in the periodic table.*



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2. Quick Review: Mapping & Metrics

Sample Curriculum Map

Program X Curriculum Map	Course 1	Course 2	Course 3	Course 4...
Learning Objective 1	X Quiz 1			
Learning Objective 2		X Term Paper		X Oral Presentation
Learning Objective 3...			X Case Study	



Direct Assessment: occurs when faculty evaluate student performance directly.	Indirect Assessment: occurs when asking others about their perspective or perceptions.
<ul style="list-style-type: none">• Case Study• Quiz• Exam• Group Project• Oral Presentation• Senior or Capstone Project• Problem Sets• Written work (essay, term paper, discussion board, etc.)	<ul style="list-style-type: none">• Course Evaluation• Student Survey• Faculty Survey• Alumni Survey• Employer Survey• Focus Group



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3. Quick Review: Benchmarks & Timelines

Why do we need to set benchmarks?

- A score or grade in isolation doesn't necessarily explain whether the outcome is good or not.
- “Good” is relative and may vary by context/discipline - we need a reference point!



Types of Benchmarks

- Local: Are students meeting our own standards?
- External: Are students meeting the requirements of the field?
- Peer: How do our students compare to our peers?
- Value-Added: Are students improving?
- Historical Trend: Is our teaching and curriculum improving?
- Productivity: Are we getting the greatest return on our investment?

Assessment Cycle Timeline

- You do not need to assess all PLOs every year.
- **You will be assessing at least one PLO per year.**
- Timing should align with your curriculum map selections.
- OEE recommends a **3-year assessment cycle.**
- Assessment is a cyclical, ongoing process of continuous improvement. Start over again once all have PLOs have been assessed!



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4. Quick Review: Data Collection, Reporting & Analysis

Data Collection Plan

- Who collects the data?
 - *The assessment coordinator*
- Where is the data collected and stored?
 - *Shared location (ex: Google folder)*
- When is the data collected?
 - *Collect each time the course runs, even if you don't analyze it right away.*
- How much data is collected?
 - *Strive for 95% confidence interval (or 100%!)*



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5. Closing the Loop

**What you think we mean by the
phrase ‘close the loop?’**

What does it mean to ‘close the loop?’

- Use your assessment results to inform continuous improvement of your program.
- Document an action plan and **indicate additional resources** you will use to implement improvements.

What kinds of resources do you mean?

- **Financial**
 - Are there funds you can dedicate to improve a PLO?
- **Personnel**
 - Are there additional or adjusted faculty/staff/TA/GA responsibilities you can arrange to improve a PLO?
- **Physical**
 - Classrooms, collaborative space, laboratory resources, hardware, software?
- **Time**
 - Faculty/TA office hours? Alternate meeting times?
- **Educational**
 - Supplemental readings? Guest lectures? Modules?

Consider Ways to Foster Improvement

- **Curricular**
 - Update course sequencing, pre-requisites, learning objectives, assessment methods, instructional approaches, supplemental learning materials.
- **Administrative**
 - Revise admissions criteria, advisement processes, departmental policies, student support services, etc.
- **The Assessment Process Itself**
 - Adjust PLOs, curricular mapping, assessment methods, benchmarks, etc to obtain more valuable data in the subsequent assessment cycle.

What if I met my benchmark? How can I close the loop?

- Evaluate what went well and work to replicate your results!
- Make a note that no improvement is currently needed.
 - “Benchmark met. No recommendations at this time.”
 - “Benchmark met. Continue to monitor for sustained excellence.”
- Raise the bar! Adjust your benchmark with higher expectations for the subsequent assessment cycle.

Final Tips to Complete your Report

- **This is an assessment PLAN.**
 - Your plans might change. That's okay!
- **We are not judging your results.**
 - You are the experts on how best to assess and improve your programs. We are just here to guide you through that process!
- **Keep things manageable.**
 - Create a process that you can complete sustainably and successfully year after year.



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**What are some changes
you've made in the past to
'close the loop'?**



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Questions about assessment reporting requirements?



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Questions?

Contact us or schedule a consultation!

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