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
Brief introductions:

- Department & Program
- Specific Questions?
OEE Workshop Learning Objectives

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

• Differentiate between various types of benchmarks.

• Create appropriate performance benchmarks for your PLOs.

• Establish a cyclical timeline for your program assessment activities.
Quick Review: Goals & Objectives
GOALS

• what your dept/program provides to students

• Do not need to be measurable or mapped to curriculum

OBJECTIVES

• what students should be able to do

• Must be measurable and mapped to curriculum

3 - 6 of each
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.

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

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.
Quick Review: Mapping & Metrics
## Sample Curriculum Map

<table>
<thead>
<tr>
<th>Program X Curriculum Map</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objective 1</strong></td>
<td>X Quiz 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objective 2</strong></td>
<td></td>
<td>X Term Paper</td>
<td></td>
<td>X Oral Presentation</td>
</tr>
<tr>
<td><strong>Learning Objective 3...</strong></td>
<td></td>
<td></td>
<td>X Case Study</td>
<td></td>
</tr>
</tbody>
</table>
### Direct Assessment:
occurs when faculty evaluate student performance directly.

- Case Study
- Quiz
- Exam
- Group Project
- Oral Presentation
- Senior or Capstone Project
- Problem Sets
- Written work (essay, term paper, discussion board, etc.)

### Indirect Assessment:
occurs when asking others about their perspective or perceptions.

- Course Evaluation
- Student Survey
- Faculty Survey
- Alumni Survey
- Employer Survey
- Focus Group
Setting Benchmarks
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!

Adapted from "Understanding and Using Assessment Results" by Linda Suski (2008).
Benchmarking 101

• Set benchmarks that reflect your program’s needs. There is no one-size fits all approach!

• Benchmarks are **not** used to evaluate faculty for APT. They are used to identify areas where student learning can be improved.

• How you use your benchmark data for CQI is more important than the facts & figures themselves.

Adapted from "Understanding and Using Assessment Results" by Linda Suski (2008).
Types of Benchmarks
Local Benchmarks (OEE Recommended)

- Established internal to organization/dept/program.

- Asks the question:
  - Are students meeting our own standards?

- To do:
  - Determine what is important locally/internally to establish sound performance standards.

Adapted from "Understanding and Using Assessment Results" by Linda Suski (2008).
External Benchmarks

• Established external to the organization/dept./program, usually by a professional society or accrediting body.

• **Asks the question:**
  o Are students meeting external standards of the field?

• **To do:**
  o Evaluate whether external standards match your local/internal values.

Adapted from "Understanding and Using Assessment Results" by Linda Suski (2008).
Peer Benchmarks

• Comparison to peer programs or institutions

• **Asks the question:**
  - How do our students compare to peers?

• **To do:**
  - Identify appropriate peers and gather data on them for comparison

Adapted from "Understanding and Using Assessment Results" by Linda Suski (2008).
Value-Added Benchmarks

• Shows growth or change (pre/post measures)

• Asks the question:
  o Are our students improving?

• To do:
  o Motivate students on pre-test, monitor changes affecting scores
  o Imprecise measurement - how to be sure if growth is due to you?
Historical Trend Benchmarks

• Shows growth or improvement longitudinally over time

• **Asks the question:**
  - Is our teaching improving? Is our curriculum improving?

• **To do:**
  - Stay consistent - use the same assessment method over time

Adapted from "Understanding and Using Assessment Results" by Linda Suski (2008).
Productivity Benchmarks

• Monitors activity/productivity

• **Asks the question:**
  - Are we getting the most for our investment?

• **To do:**
  - Understanding costs/benefits
  - Maintaining a focus on effectiveness/efficiency

Adapted from "Understanding and Using Assessment Results" by Linda Suski (2008).
Practice Round
80% of students will achieve a score of 85 or better on the final exam.

A. Local Benchmark
B. External Benchmark
C. Peer Benchmark
D. Value-Added Benchmark
Students will demonstrate an improvement of 20 points or more on their post-test scores compared to their pre-test scores.

A. Local Benchmark
B. External Benchmark
C. Peer Benchmark
D. Value-Added Benchmark
Student achievement in the capstone competencies will improve by 10% by year 2030.

A. External Benchmark
B. Productivity Benchmark
C. Historical Trend Benchmark
D. Value-Added Benchmark
 Benchmarking Considerations
Things to Consider: Quantitative

- What letter or numerical grade is expected to show sufficient learning, integration and retention of concepts?

- What percentage of the student body should achieve the benchmark to demonstrate broad understanding?

- What response rate would make your survey data meaningful?

- Is the quantitative benchmark appropriate to your sample size?
Things to Consider: Qualitative

- Can you pull language or criteria from existing rubrics to describe performance expectations?
- Even when the benchmark is met, there are likely still ways to improve teaching and learning!
- Work to understand the "why" and "how" when your benchmark results.
Benchmark Outcomes

• It is okay to fail sometimes!

• It can provide a pathway to improvement.

• Be realistic with your targets and your plans for improvement.
Practice Round

Think of your PLO and assessment method and create a local benchmark.

• What quantitative or qualitative information would you include as performance indicators?

• Draft and share your example!
Establishing a Timeline
Assessment Cycle Timeline

• You do not need to assess all PLOs every year.

• You do need to assess 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!
Sample Assessment Cycle Timeline

**Year 1 (AY 2022-2023)**
- Assess PLO 1 in Fall
- Assess PLO 2 in Spring

**Year 2 (AY 2023-2024)**
- Assess PLO 3 in Fall
- Assess PLO 4 in Spring

**Year 3 (AY 2024-2025)**
- Assess PLO 5 in Fall
- Assess PLO 6 in Spring

**Review/Revise/Restart Cycle**
2022-2023 Assessment Cycle Overview
- OEE Established & Charged by Provost

- Engage with OEE Training Opportunities!
  - Workshops, Consultations, Recordings, Web Resources

- All programs to conduct assessment of one PLO
  - Follow along with guided OEE process or assess independently

- Review Fall PLO assessment results & write action plans
  - Complete Annual Program Assessment Report using the OEE Template

- Annual Program Assessment Reports Due
### 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
Click here or scan the QR code
to be redirected to OEE’s Annual Assessment Report template & Quick Reference Guide
1st Annual Assessment Symposium

Student Activities
Center Ballroom A
Thursday, November 10, 2022
9:00AM - 4:00PM

Join OEE to learn about the best practices in assessment in a collaborative, interactive setting, featuring guest speakers and expert facilitators! Breakfast, lunch and light refreshments will be provided.

Scan this code to Register in Advance by 11/3/22!
Questions?
Contact us!

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