Aligning Results, Actions & Improvements

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OEE Fall Workshop Series: Assessment Process 2.0

• OEE & the Assessment Process

• Improving your Program Goals & Learning Objectives

• Improving your Curriculum Map & Ensuring Your Metrics are Aligned

• Improving your Benchmarks & Setting Realistic Assessment Cycle Timelines

• Aligning Results, Actions & Improvements
Housekeeping: 23-24 Assessment Reports

- **Who:** All Programs & Assessment Coordinators
- **What:** Assess at least one PLO and update top section on accomplishments/improvements
- **When:** February 23, 2024
- **How:** Use OEE templates
<table>
<thead>
<tr>
<th>School or College</th>
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<tbody>
<tr>
<td>Department</td>
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<tr>
<td>Degree Program</td>
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<tr>
<td>Program Goals</td>
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<tr>
<td>Accomplishments</td>
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<tr>
<td>Improvements</td>
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<tr>
<td>Evidence that Prompted Improvement</td>
<td></td>
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</tbody>
</table>

**Program Learning Objective 1**: Upon completion of the degree, students should be able to…

<table>
<thead>
<tr>
<th>Location in Curriculum Map (Course Name)</th>
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<tbody>
<tr>
<td>Assessment Method</td>
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<tr>
<td>Timeline/Frequency</td>
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SBU Program Assessment Template
OEE Workshop Learning Objectives

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

• Communicate assessment results in alignment with your benchmarks.

• Identify actions for improvement that directly support future achievement of your benchmarks.

• Use your results and actions to advocate for improvement-oriented resources and interventions.
Everything starts at the source (PLOs) and flows from there!
Communicating and Aligning Your Assessment Results
Program Learning Objective 1: Upon completion of the degree, students should be able to...

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Articulating your Results Clearly and Effectively

Use your benchmark statement to frame your results statement. Tell us how students did compared to how you hoped they’d do.

<table>
<thead>
<tr>
<th>Sample Benchmark</th>
<th>Sample Result</th>
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<tr>
<td>75% of students will obtain a B or better on the final exam.</td>
<td>82% of students obtained a B or better on the final exam. Benchmark met.</td>
</tr>
<tr>
<td>90% of students will submit a paper of “publishable quality,” defined as 8/10 points on the checklist rubric.</td>
<td>83% of students submitted a paper of “publishable quality,” defined as 8/10 points on the checklist rubric. Benchmark not yet met.</td>
</tr>
<tr>
<td>60% of students will answer questions related to PLO 1 correctly on the final exam (worth 42.5 points out of 100 points).</td>
<td>77% of students answered questions related to PLO 1 correctly on the final exam (worth 42.5 points out of 100 points). Benchmark met.</td>
</tr>
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</table>
Add Details/Context (Optional)

Include contextual details for further insight:

○ How many students were included in your sample size?

○ Were there any noticeable trends in incorrect answers, misconceptions, or areas for students to improve?

○ Were there any noticeable trends in correct answers, mastered concepts, or student strengths?

○ Were there any external factors that could have influenced the results?
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<th>Sample Benchmark</th>
<th>Sample Result</th>
<th>Additional Optional Details</th>
</tr>
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</table>
| 75% of students will obtain a B or better on the final exam.                    | 82% of students obtained a B or better on the final exam. Benchmark met.        | Remaining scores are as follows:  
  ● 12% scored C to B-  
  ● 4% scored D or lower  
  50% of the students who did not meet the B or better target missed 3 or more class meetings during the semester. |
| 90% of students will submit a paper of "publishable quality," defined as 8/10 points on the checklist rubric. | 83% of students submitted a paper of "publishable quality," defined as 8/10 points on the checklist rubric. Benchmark not yet met. | 25% of students missed points on citation conventions. Students generally produced strong abstracts but had difficulty describing their research process in the methodology section. |
| 60% of students will correctly answer questions related to PLO 1 on the final exam (worth 42.5 points out of 100 points). | 77% of students correctly answered questions related to PLO 1 on the final exam (worth 42.5 points out of 100 points). Benchmark met. | On average, students scored 34/42.5 points related to PLO on the final exam (n=27 students). Students frequently missed points on questions related to macroeconomics. |
Examples of Unclear/Misaligned Results

**Benchmark:** Students must pass the course with a grade of B or better.

**Results:** These courses generally serve their purpose well. Once a student has advanced to candidacy it is expected that students will continue to hone these skills in research group meetings and seminars.

**Benchmark:** 90% of students will score 85% or better on the final project

**Results:** All students attended all classes and completed their reading assignments to actively participate in each class. Each student showed significant growth in their knowledge base with the development of a solid working knowledge that is appropriate for their future needs in research.

**Benchmark:** We expect at least 80% of our students to achieve above average scores using the rubric.

**Results:** Students are performing above average in their coursework.
Examples of Clear, Meaningful & Aligned Results

**Benchmark:** 80% scoring an average of 4 or above on the essays.

**Results:** 95% received an average of 4 or above on the essays.

**Benchmark:** On average, each student will receive a total of 18 points or 2 points per category on the final paper.

**Results:** On average, each student received a total of 19.4 points, on the final paper, meeting the benchmark.

**Additional detail:** The highest scores were found under “Relevance of Sources,” “Grammar & Prose,” and “Format & Citation.” ...The lowest scores were found under the other two “Command of Historiography” sub-categories ...

**Benchmark:** At least 90% of students will receive a grade of 90% or higher, and 100% of students will receive a grade of 85% or higher.

**Results:** 100% of students received a 90% or higher, exceeding our benchmark.
Communicating and Aligning Your Actions & Improvements
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** |  |
Articulating Actions/Improvements When You’ve Met Your Benchmark

• **Step 1: Celebrate!** Recognize to those who helped make it a success!

• **Step 2: Don’t leave the template box blank or write “N/A.”** Include a sentence explicitly stating “Benchmark met - no action needed” or something similar so that we know this is intentional.

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**OPTIONAL**

- Tell us what made this **effective** or **successful**.
- Make your benchmark more **challenging**.
- Challenge yourself to find improvements.
Articulating Actions/Improvements When You Haven’t Met Your Benchmark Yet

• **Step 1:** Don’t panic! Use this as an opportunity to reflect and move forward.

• **Step 2:** Collaborate with the key faculty and staff involved with the PLO to brainstorm revisions or resources that could improve results next time.

• **Step 3:** Document your commitments and next steps in your assessment plan.
Use of Assessment Results (MSCHE)

a. assisting students in improving their learning;
b. improving pedagogy and curriculum;
c. reviewing and revising academic programs and support services;
d. planning, conducting, and supporting a range of professional development activities;
e. planning and budgeting for the provision of academic programs and services;
f. informing appropriate constituents about the institution and its programs;
g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
h. implementing other processes and procedures designed to improve educational programs and services;
Consider Areas to Improve

- **Curriculum**
  - Revise program/course sequencing, pre-requisites, assessment methods, instructional approaches, supplemental learning materials, update textbooks, delivery format, etc.

- **Administration**
  - Revise admissions criteria, advisement processes, departmental policies, student support services, course permissions, etc.

- **Assessing the Assessment**
  - Revise your PLOs, curricular mapping, assessment methods, benchmarks, etc, to obtain more meaningful data in the subsequent assessment cycle.
Consider What Resources You’ll Need

- **Financial**
  - Are there funds you can dedicate to help improve a PLO?

- **Personnel**
  - Are there additional or adjusted faculty/staff/TA/GA responsibilities you can arrange to help improve a PLO?

- **Physical**
  - Classrooms, collaborative space, laboratory resources, hardware, software?

- **Time**
  - Faculty/TA office hours? Alternate meeting times? Dedicate class time to group projects or student meetings?

- **Pedagogical**
  - Supplemental readings? Guest lectures? New Modules? Flipped classroom? Entry/Exit tickets?
Examples of Clear & Aligned Actions/Improvements

**Benchmark:** 80% of students will score 85% or better on the final exam.

**Results:** 75% of students scored 85% or better on the final exam. Benchmark not yet met.

**Actions:** Some students seemed to have difficulties with some of the fundamental concepts in this course. It is recommended that the main teachers of this course send students a summary of the main concepts they will learn in advance so that they can start reviewing them before coming to campus.

**Benchmark:** 80% of students receive a B or better on the final paper.

**Results:** 100% of students received a B or better on the final paper. Benchmark met.

**Actions:** No changes to the benchmark will be made, although student feedback indicated that short one-on-one meetings with faculty regarding the final paper were useful. Therefore, when the course is offered again we plan on making these meetings a mandatory activity.
Questions & Discussion

Questions?
Contact us:

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EducationalEffectiveness@stonybrook.edu