



Results from Survey of Assessment Coordinators (Spring 2022)

Prepared by the Office of Educational Effectiveness, June 2022

This report summarizes results from a survey of academic program Assessment Coordinators conducted in spring 2022 to understand the level of maturity of assessment practices in their programs. Results included 271 programs from West and East campus. A total of 70 of these were accredited at the program level, and 43 had an average enrollment of less than ten students from 2019-20 through 2021-22. Major findings included:

- Approximately half of all programs (47%, n=128) were able to articulate their program goals and/or program learning objectives.
- 41% (n=110) of programs provided “Accomplishments” and 40% (n=108) provided “Improvements” from the last year, while 37% (n=98) of programs provided “Evidence” for those improvements.
- 11% of programs (n=30) provided some information about the typical components of an assessment plan (such as metrics, benchmarks, and timelines) which had been implemented by their program, suggesting a need for campus-wide training on the terminology and best practices of academic program assessment.

Methodology

The OEE emailed a request to Assessment Coordinators to complete an online survey in Qualtrics about assessment practices in the programs for which they coordinate assessment activities. The survey asked respondents to identify their major accomplishments, changes/improvements, and the evidence or information which prompted those changes/improvements during the 2021-2022 academic year. In addition, it asked respondents to identify which elements of a typical program assessment plan they used or tracked. These elements included: program goals, program learning objectives (PLOs), curriculum map, types of assessment methods and metrics, PLO assessment timelines, student performance benchmarks, and any recent results, findings, actions, or improvements of their assessment processes. For each component of the assessment plan mentioned above, space was provided to enter or upload more detailed information. Space was also provided for accredited programs to upload self-study documents. A blank copy of the survey is available [here](#) for reference.

Following multiple attempts to increase the survey response rate (n=18), the Office of Educational Effectiveness worked one-on-one with Assessment Coordinators throughout the fall 2022 semester to obtain baseline data on each program’s assessment plan. As a result of these efforts combined with the data collected through Qualtrics, a total of 138 reports were collected (51%). Particular emphasis was placed on collecting information from non-accredited programs, the majority of which are offered by SBU’s West Campus. These programs were emphasized as they would likely need more support and training compared to their accredited counterparts. Copies of the 2021-22 program assessment reports are available [here](#) for reference.

Conclusion and Limitations

Results from this survey indicate that efforts of the OEE in 2022-23 should be directed at streamlining its data collection methods, updating its list of programs and assessment coordinators to reflect recent personnel changes, and educating Assessment Coordinators on the basics of the assessment process. Further detail on the roles and responsibilities of an Assessment Coordinator may also be beneficial.

To address these limitations, the OEE plans to provide standardized report templates, coupled with annotated instructions, completed samples, and comprehensive instructional support on how academic program Assessment Coordinators may submit these reports more completely in the future.

While these survey results are very likely directionally reliable, it is not clear that Assessment Coordinators sufficiently share a common vocabulary about assessment to understand what is meant by evidence supporting improvement, etc., and so some of the statistics presented here may undercount actual activity. The OEE's Program Assessment Workshop Series planned for fall 2022 is intended to foster a common language of assessment among faculty, staff, and Assessment Coordinators to improve the quality of survey and report data in the future.

Appendix: Survey Results

SBU Campus	Count	Percent
West	200	74%
East	71	26%
Grand Total	271	100%

Accredited	Count	Percent
Y	70	26%
N	201	74%
Grand Total	271	100%

Low Enrollment (n<10 from 2019-2021)	Count	Percent
Y	43	16%
N	228	84%
Grand Total	271	100%

Goals/Objectives	Count	Percent
Y	128	47%
Not Tracked/Low Enrollment	23	8%
Not tracked/Accredited & Low Enrollment	11	4%
Not Tracked/Accredited	30	11%
N	79	29%
Grand Total	271	100%

Accomplishments	Count	Percent
Y	110	41%
Not Tracked/Low Enrollment	25	9%
Not tracked/Accredited & Low Enrollment	10	4%
Not Tracked/Accredited	38	14%
N	88	32%
Grand Total	271	100%

Evidence for Improvement	Count	Percent
Y	98	36%
Not Tracked/Low Enrollment	26	10%

Not tracked/Accredited & Low Enrollment	10	4%
Not Tracked/Accredited	39	14%
N	98	36%
Grand Total	271	100%

Improvements	Count	Percent
Y	108	40%
Not Tracked/Low Enrollment	26	10%
Not tracked/Accredited & Low Enrollment	10	4%
Not Tracked/Accredited	38	14%
N	89	33%
Grand Total	271	100%