OEE Facilitators

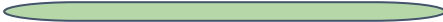**Diana Jernigan-Breedy**
Educational Effectiveness Specialist

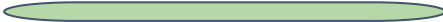
Krista Emma
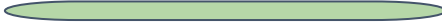**Educational Effectiveness Specialist**

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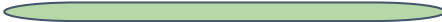
OEE Fall Workshop Series: Assessment Process 2.0

- 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**

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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

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	

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.
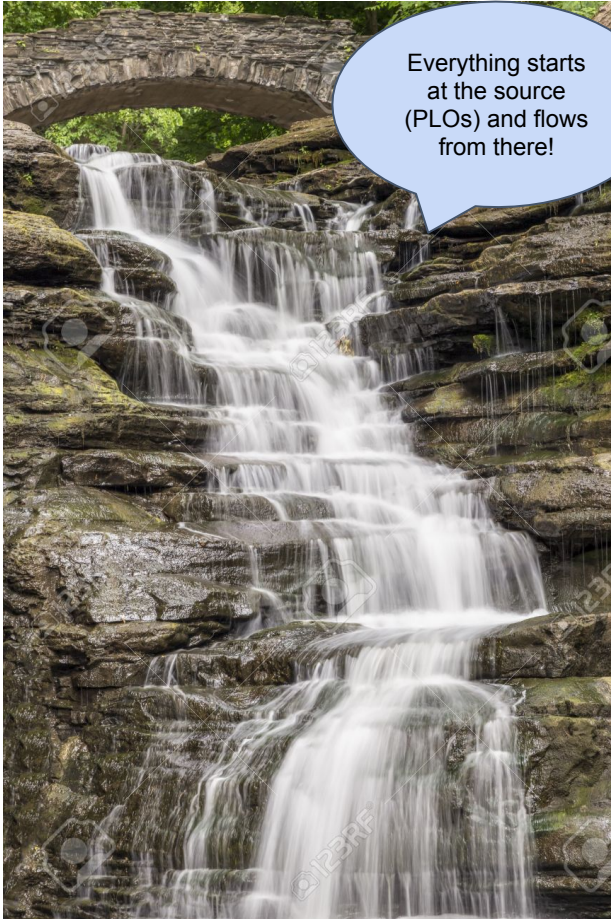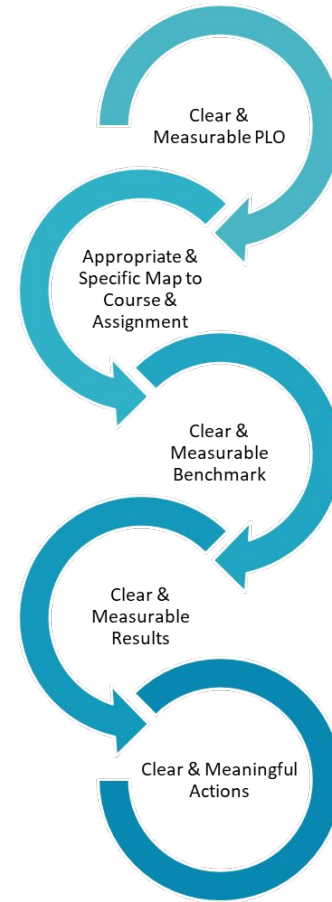
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Results & Findings: Template Excerpt

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 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.

Sample Benchmark	Sample Result
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.
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.
60% of students will answer questions related to PLO 1 correctly on the final exam (worth 42.5 points out of 100 points).	77% of students answered questions related to PLO 1 correctly on the final exam (worth 42.5 points out of 100 points). Benchmark met.

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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Add Details/Context (Optional)

Sample Benchmark	Sample Result	<mark>Additional Optional Details</mark>
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.

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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.

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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.

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Actions & Improvements: Template Excerpt

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.

> **OPTIONAL**
> ❖ Tell us what made this effective or successful.
> ❖ Make your benchmark more challenging.
> ❖ Challenge yourself to find improvements

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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.

KEEP CALM and CARRY ON

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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.

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Consider What Resources You'll Need

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

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

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

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

- **Pedagogical**
  - o Supplemental readings? Guest lectures? New Modules? Flipped classroom? Entry/Exit tickets?

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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?

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