

**Assessment Coordinators Words of Wisdom
February 2024**

QUESTION: Do you have tips for success to share with other assessment coordinators?

MICHAEL BOERNER: To be successful in the long term is to stay organized and at Stony Brook. That could mean asking for a shared Google Drive to keep all of your different assessment materials together or working collaboratively to using a form like Qualtrics or Google Forms so that everyone has access to information that's collected

KELLY HALLER: Recommend meeting with Krista or Catherine once a semester, especially leading up to the assessment deadline

CAROL DELLA RATTA: One tip I would offer is the importance of engaging the faculty in the process. In our school we get together at the end of each academic year to review two of our nine program outcomes coming together as a group you have the knowledge of the courses across the entire program and it really adds to the assessment process

NANCY HIEMSTRA: Along with other people in my department, I developed a map, a calendar of which courses we will be evaluating each semester and kind of the cycle of that so at the beginning of every semester, I look at that calendar and then I have a template that I've developed that I adjust to send to the instructors of the courses to be evaluated and just kind of let them know what's going on and to ask them to think about how they will assess their students' achievement of the designated learning objectives for their course.

SUSAN RYAN: So what I have found to be really successful for me is collaborating with another colleague. I know it sounds really simple, but a colleague and myself, she and I teach the same class, what started out as simply looking at our assessments in the class has now blossomed into we're looking at how we teach the class, the setup of the class, and the work that we do in the class.

AMY MILLIGAN: Assessment is not something that you do for compliance, for an accrediting body, or simply to check the box. But when you build out a program, build it with the intention of gathering information that's going to help students, that's going to better your curriculum.

GLORIA VIBOUD: I didn't feel comfortable using one method because we rate students using a more holistic approach so I scheduled a media with our OEE and I learned that I could use variety of assessment methods if I wanna gather more comprehensive data

ALAN TUCKER: I think of producing a program assessment report the way you would prepare for teaching a course for the first time. To me there are two main complements. First, obtain lecture notes of one or two faculty who have taught the course. Analogously, ask the Office of

Office of Educational Effectiveness

Educational Effectiveness for copies of some good program assessments of other departments. Second, step back from the specifics and think about the big unifying themes of the course. Analogously, step back from the assessment details of individual courses and think about the overarching intellectual themes of your discipline, the program goals that individual courses should be developing.

QUESTION: What do you find valuable or beneficial about Program Assessment?

MICHAEL BOERNER: Assessment in itself isn't going to be a silver bullet that just fixes any problem, but it can be a starting point to help you really focus in on what your program or department might need to pay more attention to.

KELLY HALLER: I think in the long run these assessments can help us determine if course reserves are needed, strategic placement of courses, pre-reqs, classroom size, and even staffing.

CAROL DELLA RATTA: By coming together to analyze the data as a group, we have information about courses across the program.

SUSAN RYAN: I have found great success with meeting with the people from OEE. I enjoy meeting with them individually. I think they have so much to offer. But what I've really found to be useful is group work.

AMY MILLIGAN: What I have found to be a very valuable piece of this equation is curriculum mapping. Identifying what those program level outcomes are that you want students to have and seeing where they're being introduced, reinforced, mastered, and of course, assessed. Doing a curriculum map will help you to identify gaps in the curriculum and work with your faculty to better integrate it so that the experience for the students is a better one.

GLORIA VIBOUD: Performing a formal assessment forced me to do things that I hadn't done before, such as establishing benchmarks, and when I did that I identified a particular course that was considerably below the benchmark I set up for other courses.

KELLY WALKER: It supports faculty development which is key in promoting assessment. They work with faculty individually and there's also opportunity for formal workshops. But it helps support developing measurement to assess our curriculum, and the value of this is to make sure we stay student centered learning—which we're experts at in this university—that we continue to promote best evidence in education through updated educational and innovative practices