



Stony Brook University

Virtual Discussion With Provost: General Education Assessment

Carl Lejuez, Provost and Executive VP for Academic Affairs

Braden Hosch, VP for Educational & Institutional Effectiveness & MSCHE ALO

Catherine Scott, Director of Educational Effectiveness

Thank You For Your

- Presence at today's session, it demonstrates your ongoing commitment
- Hard work in supporting our institution's dedication to continuous improvement and student success
- Assistance in ensuring SBU is efficient in creating the necessary assessment procedures and structures needed for our continued success

General Education (Stony Brook Curriculum)

- Builds a foundation of knowledge
- Develops critical thinking skills
- Enhances communication skills
- Encourages lifelong learning
- Increases employability
- Promotes personal growth

Why is Assessing General Education Important?

- Assists in ensuring the curriculum is effective and meeting the needs of its students
- Helps identify areas where students are struggling and where they may need additional support
- Enhances our University's reputation by attracting high-quality students, faculty, and funding
- Assessment is cyclical and most recent assessment occurred Fall 2017-2019 – and stronger data is needed for current accreditation

Why is Assessing General Education Challenging?

- Not everyone agrees it is important
- Not everyone agrees how to do it
- Most approaches bring additional time commitment from departments including faculty/staff who this works fall upon
- Hard to know how to identify the best approach that will yield:
 - Meaningful data that truly supports success in our educational mission
 - Data that will be viewed by accreditors as sufficient for accreditation
 - The minimal level of burden on departments including assessment coordinators and those who teach GenEd classes

Guiding Principles of our Approach

- Consider ways to constantly improve our students educational experience through assessment
- Ensure our assessment approach is in alignment with Middle States Expectations
- Limit unnecessary/distracting requirements/burden on units and faculty/staff within those units charged with assessment or teaching GenEd classes
- We will propose one option developed with these principles in mind

Proposed Ask of Assessment Coordinators

Help us Collect Data Through Guided Conversations:

- Office of Educational Effectiveness (OEE) will provide you a list of faculty in your department teaching an SBC
- Please identify 5 faculty to participate in a 45-minute guided conversation with OEE
- OEE will contact faculty and include you on the communication
- OEE will coordinate and facilitate a 45-minute conversation in groups of two or three

Stony Brook Curriculum (SBC)

20 SBC Categories

**Each SBC Category
has 1-6 Learning
Outcomes**

ARTS - Explore and understand the fine and performing arts	STAS - Examine significant relationships between science or technology and the arts, humanities and social sciences
GLO - Engage in global issues	EXP+ - Experiential learning
HUM - Address problems using critical analysis and methods of the humanities	HFA+ - Humanities and fine arts
LANG - Communicate in a human language other than English	SBS+ - Social and behavioral sciences
QPS - Master quantitative problem solving	STEM+ - Science, technology, engineering and mathematics
SBS - Understand, observe and analyze human behavior and the structure and functioning of society	CER - Practice and respect critical and ethical reasoning
SNW - Study the natural world	DIV - Respect diversity and foster inclusiveness
TECH - Understand technology	ESI - Evaluate and synthesize researched information
USA - Understand the Political, Economic, Social, and Cultural History of the United States	SPK - Speak effectively before an audience
WRT - Write effectively in English	WRTD - Write Effectively within One's Discipline

SBC Learning Outcomes Example: ARTS

1. Develop an understanding of works of art and their practitioners through an examination of the works in the historical and cultural context in which the art was or is created
2. Understand the materials, forms, and/or styles of art through study of arts theories and the works themselves
3. Understand ideas, materials, technical skills, and forms of art in order to express oneself creatively through an artistic medium
4. Develop tools of aesthetic discourse through contact with works of art – as well as through writings on art – related to its critical understanding, cultural placement, and appreciation

Most Recent Assessment Efforts

- Fall 2017-2019 pilot project studied the effectiveness of the SBC
- [Report](#) prepared by the *previous* Office of Academic Assessment
- Assessed 15 of the 19 (at that time) [categories](#) and 62 of 69 [learning outcomes](#)
- 24 faculty and 8 administrators established the assessment tools
- 91 course sections from Spring 2018
- Feedback from faculty indicated it was overly burdensome, complicated, and may have produced unreliable results
 - Results indicated SBU students perform better in foreign languages than in science.

Spring 2023 Assessment Approach

Assessment Coordinators

- Identify 5 faculty in their department teaching an SBC to participate

Faculty

- Faculty will be asked to provide three dates of availability for a 45-minute discussion with OEE
- Assessment consultant will coordinate a meeting to walk through the process together

Guided Conversations Session: Prior

- Prior to the start of the conversation, Assessment Consultant will already know:
 - Instructor's name
 - Course and SBC Category
 - Designated SBC outcomes
- Faculty will be asked to have the following available:
 - Course Syllabus
 - A list of assignments associated with the course
 - Student performance results on their assignments

Guided Conversations Session: During

- Assessment Consultant will ask faculty to describe their assignments
- Based on descriptions Assessment Consultant will help faculty align their assignments with the SBC Outcomes
- Assessment Consultant will ask faculty to pull the students' performance results from their aligned assignments

Guided Conversations Session: During

Assessing student performance: think about a typical college-educated person who is not a major in this subject or general area.

- How many of your students would you say are **Developing**?
Meaning they are in college but I think they could have done better on this assignment.
- How many of your students would you say are **Acceptable**?
Meaning they are in college and I think this is how they should have performed on this assignment.
- How many of your students would you say are **Exemplary**?
Meaning they are in college and they've done above what was expected on this assignment.

Guided Conversations Session: After

Stony Brook Curriculum (SBC) Submission

Instructor	Test, Faculty
Course	HON 301 S02
SBC(s)	CER

Learning Outcomes	Assessment Method	Developing	Acceptable	Exemplary	Analysis
CER - 1. Demonstrate an ability to distinguish among the ethical principles guiding human behavior.	Quiz	0	0	10	Test Analysis
CER - 2. Apply ethical reasoning to a variety of situations and human experience.	Midterm Exam	0	0	10	Test Analysis

Next Steps

March 29	<p>OEE will provide ACs with list of faculty to select participants</p> <p>OEE will email Deans and Department Chairs to explain Spring 2023 Assessment Approach and ask for leadership and moral support</p>
April 5	<p>OEE sends email to identified faculty and cc ACs. Faculty reply to OEE with meeting availability</p>
April 5 - May 8	<p>Assessment Consultant will schedule 45-minute meetings with faculty members to collect information</p>
Fall 2023	<p>Disseminate Spring 2023 SBC Assessment Findings Report</p>