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# Meeting the Middle States Standards: Organized and Systematic Assessment

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# What Does Organized and Systematic Mean?

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# What it does not mean...

1. Busy Work
2. Entering information into a system but doing nothing with it
3. Total standardization (although this can help if it's not too stifling)
4. Assessing when it's convenient



# Challenges

1. Coming up with a system which allows for creativity and flexibility without having assessment be completely ad hoc.
2. Being able to facilitate appropriate connections between program learning outcomes fulfilled by other departments.
3. Being able to assess student learning and draw conclusions at all levels including institutional, while being able to make meaningful change more locally.

# Challenges

1. Developing a common language for discussing results.
2. Keeping track of discussions and changes.
3. Communicating results to appropriate constituencies
4. Balancing the need for program outcomes assessment (program review) and assessment of student learning, without conflating the two
5. Devising a process which provides for regular assessment but which is not so burdensome as to be unsustainable



# Questions

- What constitutes evidence?
- What is our proportion of direct and indirect measures?
- Do we have meaningful standards?
- How are we using assessment results to improve teaching and learning?
- How do we incorporate assessment results into planning and budgeting?
- How do we assess our assessment?

**So how do we draw  
conclusions  
departmentally and  
institutionally?**

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**So you have program  
curriculum maps. How can  
they facilitate this  
process?**

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# Challenges

1. Connecting the dots among all SLOs at the course, program, general education and institutional levels.
2. Showing how students acquire and demonstrate these outcomes.
3. Documenting this.



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# Which maps should we use?

There are several types of maps and which ones you use depends on what your purpose is.

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## A.S. in Liberal Arts and Sciences: Biology

PLO/ Course						Choose 2 of these 3 courses:			Choose 3 of these 7 courses:						
	BIO 155	CHE 151	MTH 175	BIO 156	CHE 152	BIO 209	BIO 260	BIO 230	PHY 145	PHY 146	PHY 154	PHY 155	CHE 251	CHE 252	MTH 160
1	✓			✓		✓	✓	✓							
2	✓			✓				✓							
3	✓			✓		✓		✓							
4	✓			✓		✓	✓								
5	✓			✓		✓	✓	✓							
6	✓			✓		✓		✓							

### Program Learning Outcomes for Liberal Arts and Sciences: Biology A.S. Degree:

1. Demonstrate an understanding of major biological concepts.
2. Demonstrate communication skills as they apply to biological sciences.
3. Demonstrate how to apply the scientific method of inquiry.
4. Apply biological concepts to solve biological-related problems.
5. Demonstrate ability to evaluate and explain scientific information.
6. Correctly and safely perform biological laboratory and/or field techniques common in a biology course.

Courses and Experiences	Program Learning Outcomes			
	Apply the scientific method	Develop laboratory techniques	Diagram and explain major cellular processes	Awareness of careers and job opportunities in biological sciences
BIOL 101	I	I		I
BIOL 202	R	R	I	
BIOL 303	R	M, A	R	
BIOL 404	M, A		M, A	R
Other: Exit interview				A



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# Layering Curriculum Maps

How do you use maps to give the whole picture of a degree program, with ISLOs, GESLOs, PSLOs, and where each is assessed?

(Example Business Administration AS)

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The **Institutional Learning Outcomes** are a promise to the community that graduates and those transferring to a four-year college or university will be able to demonstrate the knowledge, skills, and abilities contained within all of the ILOs based on general education and discipline-specific courses.

**ILO 1: Communication Competency**

Students will be able to communicate effectively to different audiences, through various modes of communication.

**ILO 2: Information Literacy**

Students will identify, evaluate and integrate information effectively in various contexts.

**ILO 3: Critical Thinking**

Students will analyze situations, evaluate options, and synthesize findings to make well-justified decisions.

**ILO 4: Cultural Competency**

Students will interact effectively with others, taking into account their diverse backgrounds, to work competently in cross-cultural situations.

**ILO 5: Academic and Personal Responsibility**

Students will set goals, use college resources, and have the knowledge and skills necessary to achieve their goals in a timely manner.

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## Knowledge and Skill Areas

1. Communication – Written and Oral (required)
2. Diversity, Equity, Inclusion, and Social Justice (required)
3. Mathematics (and Quantitative Reasoning) (required)
4. Natural Sciences (and Scientific Reasoning) (required)
5. Humanities
6. Social Sciences
7. The Arts
8. US History and Civic Engagement
9. World History and Global Awareness
10. World Languages

## Core Competencies

1. Critical Thinking and Reasoning (required)
2. Information Literacy (required)

## **Business Administration AS**

### **PROGRAM LEARNING OUTCOMES**

1. Apply knowledge of the activities of business and government and of the environments in which they operate
2. Utilize basic principles of accounting
3. Apply basic knowledge of Macro and Micro Economics Theory
4. Demonstrate an understanding of applied and/or theoretical mathematics and their applications in a business environment
5. Display an understanding of one or more other specific business subjects
6. Effectively compose written and oral business communications
7. Possess an awareness of career options
8. Continue your education at a 4-year institution



Course Designation	Course Title	Credits	ISLO	Assessed	SUNY GER	Assessed	PSLO	Assessed
ENG 101	Freshman English I	3	1,2	✓	1	✓	6	✓
BUS 101	Principles of Accounting I	4					2	
BUS 103	Principles of Business	3					1	✓
	Math Elective	3			3		4	
	Science Elective	4			4	✓		
ENGL 102	Freshman English II	3			5	✓		
BUS 102	Principles of Accounting II	4					2	✓
BUS 225	Microcomputer Application Software	3						
	Math Elective	3			3		4	
	Physical Education	1						
	Health	1						
ENG 221	Effective Speech: Public Address	3	1		1-O		6	
	OR							
ENG 270	Technical Writing	3	1		1-W		6	
BUS 200	Principles of Management	3					5	✓
BUS 205	Business Law I	3	3	✓			1	
ECON 201	Intro to Economics I	3			6		3	
	World History and Global Awareness	3	4	✓	9	✓		
	OR							
	The Arts Elective	3			7	✓		
	Physical Education	1						
BUS 204	Marketing	3					5	✓
ECON 202	Intro to Economics II	3			6	✓	3	✓
Math 214	Statistics	3			3	✓	4	✓
DEISJ 101	Diversity, Equity, Inclusion and Social Justice	3			2	✓		



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# Observations

- Some programs may require re-designation or restriction of electives to specify particular courses which meet the needed outcomes.
- Many courses may meet only one of the objectives under a particular ISLO, PSLO, GESLO. This would need to be specified so that the full range of objectives may be addressed and assessed.
- Some courses may need to add specific SLOs in order to demonstrate that the courses do address the topic in question. You can't just assume.
- You do not need a course for each outcome, especially for general education. It is possible to integrate outcomes even if there is no Liberal Arts course designated in which it would be addressed. Indeed, in some programs, e.g. AOS degrees, regulations prohibit inclusion of Liberal Arts courses.



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# Observations

- In some cases where a choice of courses is indicated, you should check to ensure that any SLO met by one course is met by the other(s) as well if this is the only place that the SLO is addressed in the program.
- Some indication in the map should be made to determine in which courses or in which alternative manner the SLOs will be assessed.
- You may want to conduct your assessments in courses which fall later in the curriculum or which have a higher designation so as to assess student learning at a time when they would have had a chance to acquire and demonstrate more advanced skills (e.g. 200 rather than 100 level courses).

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# Assessing Infused Competencies

Can the maps be adapted to reflect how and where core competencies are Introduced, Reinforced, Mastered, and Assessed?

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Course Designation	Course Title	Credits	Critical Thinking	Assessed	Information Literacy	Assessed
ENG 101	Freshman English I	3			I	
BUS 101	Principles of Accounting I	4	I			
BUS 103	Principles of Business	3	I			
	Math Elective	3				
	Natural Science Elective	4				
ENGL 102	Freshman English II	3			R	
BUS 102	Principles of Accounting II	4	R			
BUS 225	Microcomputer Application Software	3				
	Math Elective	3				
	Physical Education	1				
	Health	1				
ENG 221	Effective Speech: Public Address	3			R	
	OR					
ENG 270	Technical Writing	3			R	
BUS 200	Principles of Management	3	R			
BUS 205	Business Law I	3	R			
ECON 201	Intro to Economics I	3	R			
	World History and Global Awareness	3				
	OR					
	The Arts Elective	3				
	Physical Education	1				
BUS 204	Marketing	3				
ECON 202	Intro to Economics II	3	M			
Math 214	Statistics	3				
DEISJ 101	Diversity, Equity, Inclusion and Social Justice	3	M	✓	M	✓

# Possible Next Steps

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# Combining Maps Departmentally

- Determine which courses in each program meet gen ed and institutional student learning outcomes.
- Find the courses which are most common to all programs and identify these for assessment of these outcomes.
- If possible develop common assessment tools for use across sections.
- Establish a defensible standard to which you will benchmark success.
- Assemble the percentage of students not meeting, approaching, meeting, or exceeding the standard established.

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# Review and Plan

- Review aggregate outcomes institutionally to discover any trends or issues of concern.
- Disaggregate data for any emerging trends in order to discover where changes may be made to improve teaching and learning.
- Plan changes.
- Address any necessary budget implications for planned improvements.
- Review regularly and tweak as needed.
- Document everything.





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# Assess Your Assessment

- Review processes regularly (annually works).
- Make improvements as needed.
- Document everything.
- Remember the value of meeting minutes.

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Learning Outcomes	Courses	Assessment
<b>Institutional Learning Outcomes</b>		
	<b>Critical Thinking</b>	
	<b>Written and Oral Communication</b>	
	<b>Information Literacy</b>	
	<b>Social Responsibility</b>	
	<b>Teamwork</b>	
<b>SUNY GE</b>		
<b>Knowledge and Skills</b>	<b>Communication -- Written and Oral</b>	
	<b>Diversity, Equity, Inclusion and Social Justice</b>	
	<b>Mathematics and Quantitative Reasoning</b>	
	<b>Natural Sciences and Scientific Reasoning</b>	
	<b>Humanities</b>	
	<b>Social Sciences</b>	
	<b>The Arts</b>	
	<b>US History and Civic Engagement</b>	
	<b>World History and Global Awareness</b>	
	<b>World Languages</b>	
<b>Core Competencies</b>	<b>Critical Thinking and Reasoning</b>	
	<b>Information Literacy</b>	

# Discussion

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