

Resolutions for Guidelines for Academic Assessment Data Management Endorsement

WHEREAS, there have been elevated expectations for gathering, sharing and maintaining academic assessment data, and

WHEREAS, the College implemented a college-wide repository system for assessment data storage and sharing, and

WHEREAS, Co-Directors of Academic Assessment, Director of Institutional Research & Assessment, and Assessment Data Specialist composed **the Guidelines for Academic Assessment Data Management (“the Guidelines”)** that outline expectations for academic assessment data access and storage, and

WHEREAS, the College currently has no other policy document for academic assessment data management, and

WHEREAS, academic assessment should be a faculty-centered process, and

WHEREAS, the risk of abuse and misuse of assessment data have been a concern among the faculty, and

WHEREAS, the Guidelines allow the College to collectively utilize aggregated assessment findings and thus satisfy Middle States expectations, while safeguarding granular assessment data by limiting access to departmental faculty or equivalent faculty body, and

WHEREAS, the accurate understanding by the faculty of how assessment data are managed at the College is essential to establishing faculty-centered academic assessment,

THEREFORE, BE IT RESOLVED that the Faculty Senate **endorse the Guidelines for Academic Assessment Data Management**

Jointly Submitted by the Liberal Education Committee (LEC) and Curriculum and Academic Planning Committee (CAP), May 13, 2022

Approved by the Faculty Senate, May 20, 2022

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Guidelines for Academic Assessment Data Management (May 12, 2022)

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I. Purpose and Scope

1. The purpose of *the Guidelines for Academic Assessment Data Management* (“the Guidelines”) is to articulate institutional expectations for storing, sharing and managing documentation related to academic assessment at SUNY Old Westbury.
2. The Guidelines cover the college-wide assessment data management practices. Academic programs which are subject to discipline-specific accreditation or certification are responsible for ensuring their practice satisfies accreditor’s requirements. If discipline-specific accreditation requirements are incompatible with the Guidelines, those who are responsible for the accreditation should consult with the Office of Institutional Effectiveness.

II. Glossaries

1. **Academic Assessment.** Academic assessment refers to assessment of student learning, typically vis-à-vis learning outcomes. Academic assessment does not include administrative assessment of academic units or student support programs.
2. **Academic Programs.** In this document, academic programs refer to curricular programs designed to grant external (*e.g.*, degrees, certificates) and internal (*e.g.*, minors, micro-credentials) credentials.
3. **Program Student Learning Outcomes (PSLOs).** PSLOs are statements of knowledge, skills and perspectives which students are expected to achieve during the course of study in the academic program. In this document, PSLOs refer to learning outcomes created for articulating learning goals of academic programs. Academic assessment at Old Westbury primarily consist of PSLO assessment and Liberal Education Program (LEP) assessment.
4. **Academic assessment reports.** Academic assessment reports at SUNY Old Westbury may be classified into the following four ideal types. Some reports could be a combination of two or more.
 - 1) **Individual assessment report.** A report documenting the process and findings of an assessment activity (*e.g.*, a PSLO assessment report analyzing data from one set of student work). Individual assessment reports typically include detailed descriptions of a data collection procedure, findings and analysis. Individual assessment reports are typically used for internal analysis by academic departments and equivalents.
 - 2) **Aggregated assessment report.** A report that only includes overall, crude assessment findings (*e.g.*, % of students meeting a threshold/success criteria). Aggregated assessment reports provide a summary version of individual assessment report(s) and are typically shared with broader audience.
 - 3) **Assessment status report.** A report that provides status updates of assessment practices and assessment-related activities.
 - 4) **Comprehensive assessment report.** A report that includes aggregated analysis, detailed findings and discussions of assessment process.
5. **Assessment Instruments.** In this document, assessment instruments refer to the broad range of tools we use to conduct academic assessment, including Student learning outcomes (SLOs), curriculum maps, evaluation rubrics, and assessment report templates.
6. **Assessment Raw Data.** In this document, assessment raw data refers to student work (*e.g.*, exams, assignments, portfolio), completed surveys or any data form used as the basis of assessment.

III. Academic Assessment Plans

A. Overall Principles

1. All academic programs at SUNY Old Westbury must have a multi-year assessment plan designed to evaluate students' learning in the program. Assessment of degree programs and the Liberal Education Program are priorities.
2. All academic programs at SUNY Old Westbury must identify a body of faculty responsible for the development, periodic review, and update of assessment plans. This body should consist of faculty directly responsible for the curricular content of the program.
3. SLOs and curriculum maps are uploaded to a college-wide repository system and are shared with stakeholders including faculty, current and prospective students, staff and administrators. These documents may be included in internal and external reports (*e.g.*, accreditation reports)
4. Instruments for measurement, detailed schedules for data collection, analysis and utilization are to be shared within the body of faculty directly responsible for the curricular content of the program. These documents may be requested for analysis for internal and external reporting.
5. Assessment status reports are shared with the campus community and may be utilized for internal and external analysis and reporting.

B. Assessment Plans for Degree Programs

1. Academic departments are responsible for developing and implementing an assessment plan for each degree program they house, with assistance from the Office of Institutional Effectiveness.
2. When a degree program is not hosted by an academic department, a body of faculty directly responsible for developing the curriculum (*e.g.*, faculty council) is responsible for developing and implementing an assessment plan.
3. A typical academic assessment plan for a degree program includes 1) a unique set of program-level student learning outcomes (PSLOs), 2) a curriculum map, 3) a schedule for a full-cycle (*i.e.*, covers an entire set of SLOs) of data collection, 4) instruments for measurement (*e.g.*, rating rubric, exam questions), and 5) plans for data analysis and utilization.
4. When an assessment plan involves data collection in courses offered by another academic departments, all involved departments shall be consulted before finalizing the assessment plan.
5. PSLOs, curriculum maps and a broad assessment schedule are uploaded to a college-wide repository system and are shared with stakeholders including faculty, current and prospective students, staff and administrators. These documents may be included in internal and external reports.
6. Academic departments (and equivalent faculty bodies) are expected to store instruments for measurement, detailed schedules for data collection, analysis and utilization in a departmental repository.
7. Academic departments (and equivalent faculty bodies) will report updates in assessment plans in a Year-End Program Assessment Report to the Academic Affairs.

C. Assessment Plans for the Liberal Education Program

The Liberal Education Committee (LEC) takes charge in developing assessment plans for the Liberal Education Program (LEP), with assistance from the Office of Institutional Effectiveness. Details of LEP Assessment Plans are specified in the Liberal Education Assessment Guidelines.

D. Assessment Plans for Other Academic Programs

The College will make an implementation plan for Certificate, Minor and Micro-credential programs by May 31, 2024.

IV. Academic Assessment Data and Reports

A. Data Access: Overall Principles

1. Aggregated findings of academic assessment (*e.g.*, % of cases meeting standard, exceeding standard, approaching standard, not meeting standard) shall be uploaded to the college-wide repository system. Instructor names, individual ratings of student work or any information that would possibly lead to identification of students whose work was included in the analysis should not be uploaded to the repository system.
2. Items included in the college-wide repository system are determined by the Office of Institutional Effectiveness, in consultation with relevant faculty bodies.
3. Aggregated findings in the college repository system are maintained by the Office of Institutional Effectiveness.
4. The Office of Institutional Effectiveness announces target dates for aggregated findings upload at the beginning of an academic year.
5. Starting from May 31, 2023, the Office of Institutional Effectiveness will generate aggregated assessment reports from the college repository system and share them with college stakeholders. Aggregated assessment reports may be utilized for internal and external analysis and reports, including accreditation-related reports.
6. Any substantive changes to assessment data access should be reviewed by related bodies of Faculty Governance and formally approved by the Faculty Senate.

B. Data Usage: Overall Principles

1. Findings from academic assessment should be actively utilized to inform curricular improvement, pedagogical development and academic planning.
2. Findings from academic assessment shall *never* be utilized as the basis of appointment, reappointment or promotion of instructors. Academic assessment is not designed to evaluate individual students or instructors and shall not be misused for individual evaluation.
3. The purpose of academic assessment is to promote constructive reflections and evidence-based planning. The use of assessment findings as the basis of a punitive measure would be counterproductive and shall not be permitted.

C. PSLO Assessment: Data and Reports

1. Academic departments (and equivalent faculty bodies) are responsible for regular and systematic gathering and analyzing PSLO assessment data for their academic programs.
2. Academic departments (and equivalent faculty bodies) are responsible for implementing a departmental system of reviewing individual assessment reports and generating action plans.
3. Academic departments (and equivalent faculty bodies) are responsible for uploading aggregated PSLO assessment findings to a college repository system by the date specified by the Office of Institutional Effectiveness.
4. Starting from May 31, 2023, the Office of Institutional Effectiveness will generate aggregated assessment reports from the college repository system and share them with college stakeholders, including Academic

Affairs, Heads of Schools, Chairs of Academic Departments, and the Curriculum and Academic Planning Committee. Aggregated reports may be utilized for internal and external analysis and reports. Until this date, aggregated findings from PSLO assessment may not be utilized without explicit permission from the relevant academic department or equivalent faculty body.

5. Access to PSLO assessment data in the college repository system is limited to the departmental Assessment Coordinator(s) and delegates, Assessment Data Specialist, and members of the Office of Institutional Effectiveness who are directly involved in PSLO assessment. Access of Assessment Coordinators and delegates are limited to assessment data generated from their own department or equivalent faculty body.
6. Academic departments (and equivalent faculty bodies) shall create a collective repository to store individual assessment reports and other relevant documents for record keeping purposes. Individual assessment reports shall be kept for a minimum of ten years. A collective repository may be created and maintained at a School level, if appropriate.

D. LEP Assessment: Data and Reports

1. All LEP assessment data will be reported by LEC in aggregated form. LEP assessment reports will include a description of the domain outcomes at the Department level, course level (*e.g.*, 2000 vs 4000), and instructional modality. Aggregated reports must exclude instructor names, course names, student names or student identifiers, and raw data.
2. Aggregated findings for LEP assessment should be uploaded by the LEC Chair to the college-wide repository system by the date specified by the Office of Institutional Effectiveness.
3. The Office of Institutional Effectiveness shares aggregated reports for LEP assessment generated from the college repository system with college stakeholders, including LEC domain representatives, academic departments, contributing instructors, Heads of Schools and Academic Affairs. Contents of aggregated reports may be included in internal and external reports.
4. Access to PSLO assessment data in the college repository system is limited to the Assessment Data Specialist, and members of the Office of Institutional Effectiveness who are directly involved in LEP assessment.
5. LEP assessment data requests should be made to the LEC Chair and the Office of Institutional Effectiveness.
6. The LEC Chair, in collaboration with the Office of Institutional Effectiveness, is responsible for storing individual assessment reports and other relevant documentation in a shared repository for record keeping purposes. This data shall be kept for a minimum of ten years. LEC determines who has access to the shared repository.