Assessment Process Feedback Survey 2024 - **Summary of Results**
Office of Educational Effectiveness | March 25, 2025

I.   Executive Summary

The Office of Educational Effectiveness (OEE) distributed a feedback survey to all assessment coordinators and Assessment Council members during the Fall 2024 semester. The survey was part of a self-assessment process in which the OEE aimed to understand how its practices, policies, and support services are perceived, and how it might improve its operations and communications to better serve the campus community. The survey was open from November 13, 2024 through December 15, 2025, and was distributed to a total of 168 unique respondents through Qualtrics. The OEE received a total of 37 responses, representing a 22% response rate. A copy of the survey is available on the OEE website, and a summary of key data and insights are provided below. The data obtained from the survey will be used to guide the OEE's Spring 2025 'Listening Tour,' a series of open-ended feedback sessions for assessment coordinators to provide additional context on their feedback and suggest potential improvements to assessment processes.

II.   Quantitative Data Highlights

Quantitative results for select survey questions are provided below in Charts 1.A through Chart 6.

Chart 1.A: I am familiar with…

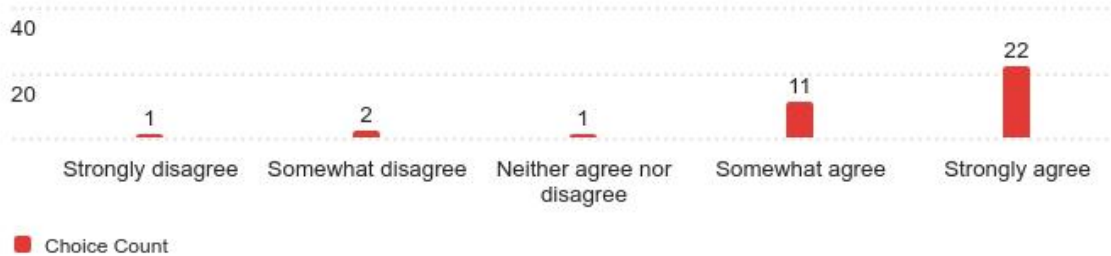**…the role and responsibilities of assessment coordinators.**

Chart 1.A Analysis: 89% 'Somewhat' or 'Strongly' agreed.

Chart 1.B: I am familiar with…

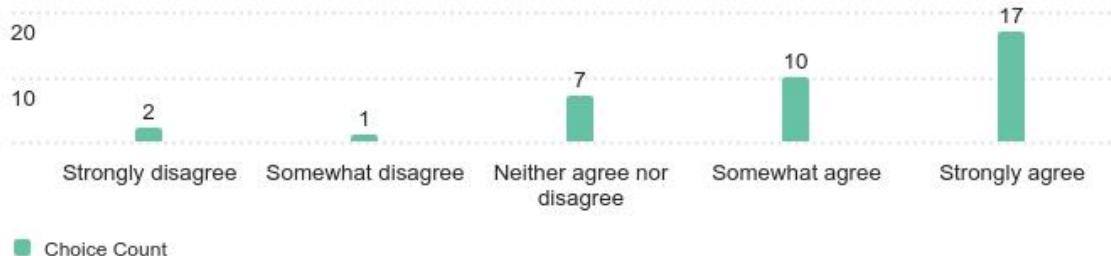**…Stony Brook's Academic Program Assessment Policy and Procedures.**

Chart 1.B Analysis: 73% 'Somewhat' or 'Strongly' agreed, though 26% were indifferent or disagreed, suggesting an opportunity to educate the campus community on the policy and procedures further.

Chart 2: I have a clear understanding of…

…the annual academic program assessment reporting requirements and submission process.
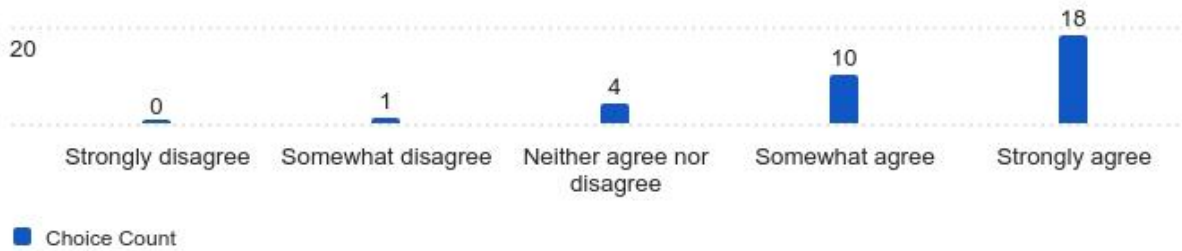

Chart 2 Analysis: 76% 'Somewhat' or 'Strongly' agreed.

Chart 3.A: I am confident in my ability to…

..write measurable, action-oriented program learning objectives that describe the knowledge, skills, or abilities students should attain after completing my program.
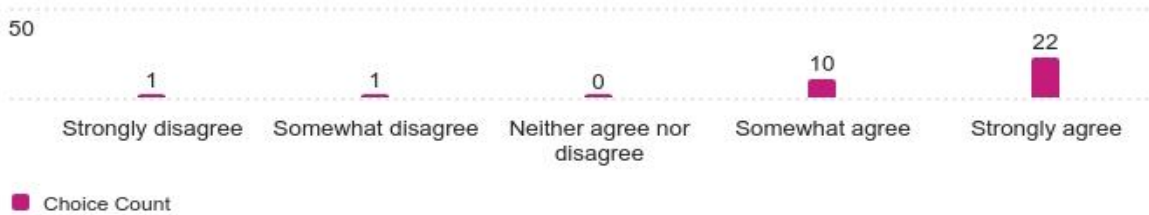

Chart 3.A Analysis: 86% 'Somewhat' or 'Strongly' agreed, but trends in feedback from the Council on the measurability of PLOs in annual assessment reports indicates a need for continued training on this topic.

Chart 3.B: I am confident in my ability to…

…identify appropriate performance benchmarks to assess whether students have achieved the program learning objectives at the target level.
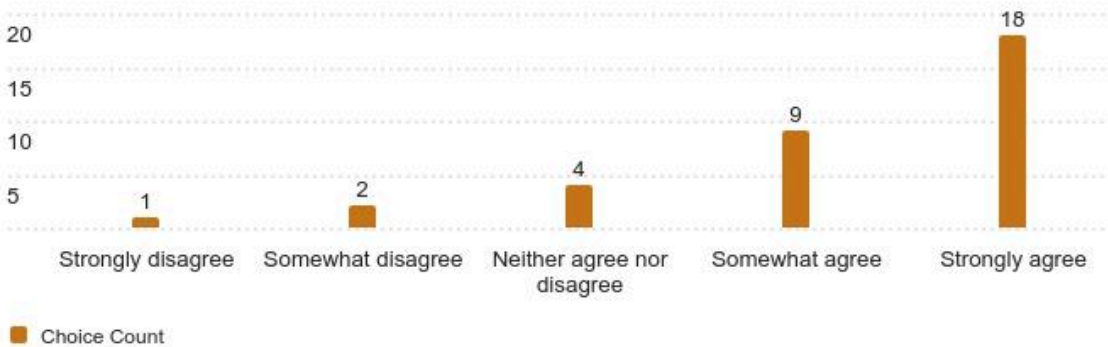

Chart 3.B Analysis: 73% 'Somewhat' or 'Strongly' agreed, but trends in feedback from the Council on the measurability of PLOs in annual assessment reports indicates a need for continued training on this topic.

Chart 4.A: I think that…

…providing Results/Findings and Actions/Improvements for one program learning objective per year is a manageable, sustainable process.

Somewhat agree [39%]	Strongly agree [42%]

Strongly disagree [12%]　Somewhat disagree [3%]　Neither agree nor disagree [3%]　Somewhat agree [39%]
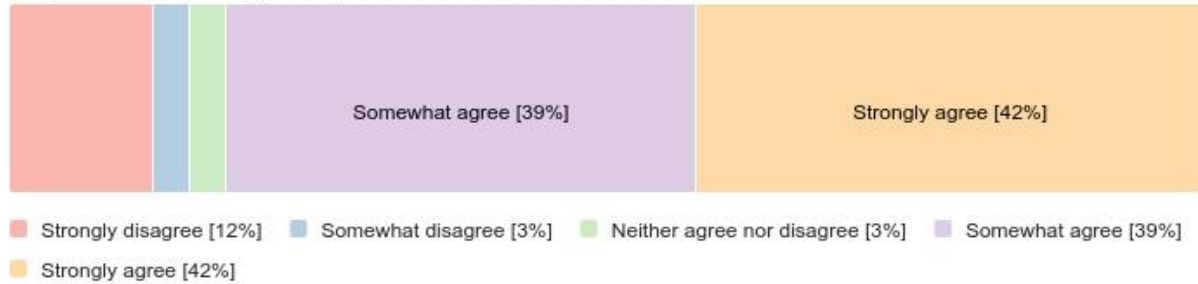Strongly agree [42%]

Chart 4.A Analysis: 81% 'Somewhat' or 'Strongly' agreed, though qualitative feedback reflected a desire for more infrequent reporting.

Chart 4.B: I think that…

…the feedback from the SBU Assessment Council on prior assessment reports is helpful.

Neither agree nor disagree [34%]	Somewhat agree [22%]	Strongly agree [22%]

Strongly disagree [16%]　Somewhat disagree [6%]　Neither agree nor disagree [34%]　Somewhat agree [22%]
Strongly agree [22%]

Chart 4.B Analysis: Only 44% agreed that the feedback from the Council was helpful, and 56% were either indifferent or disagreed.

Chart 4.C: I think that…

…annual assessment reports will be useful sources of data on when my unit participates in the Department/Program Review process.

Somewhat agree [39%]	Strongly agree [30%]

Strongly disagree [6%]　Somewhat disagree [6%]　Neither agree nor disagree [18%]　Somewhat agree [39%]
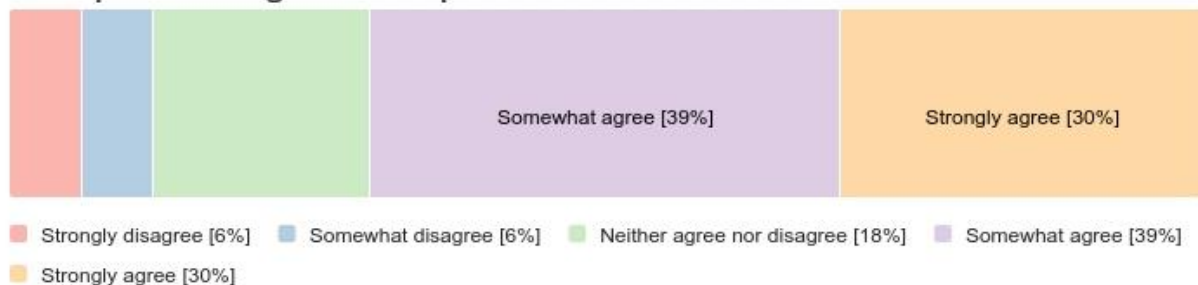Strongly agree [30%]

Chart 4.C Analysis: 69% 'Somewhat' or 'Strongly' agreed, which may indicate a lack of familiarity with the requirements of the department/program review process.

Chart 5: Indicate your agreement or disagreement with the following statements.
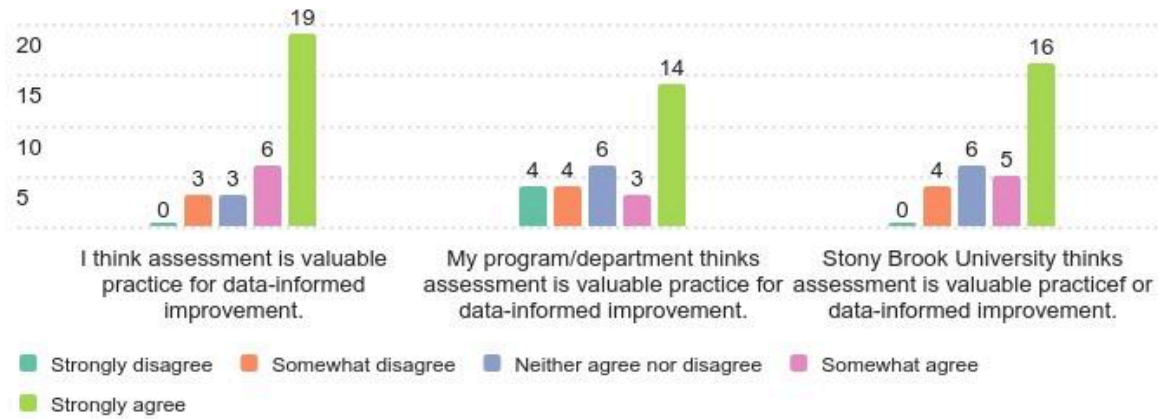

Chart 5 Analysis: Responses indicate that individuals are more likely to view assessment as valuable practice compared to their perceptions of their programs/department. This might suggest a potential disconnect between individual beliefs about the importance of assessment and the perceived value placed on it by broader academic units

Chart 6: What would be most helpful to assist your program, department, or School/College to assess student learning objective performance effectively?

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Top three responses:
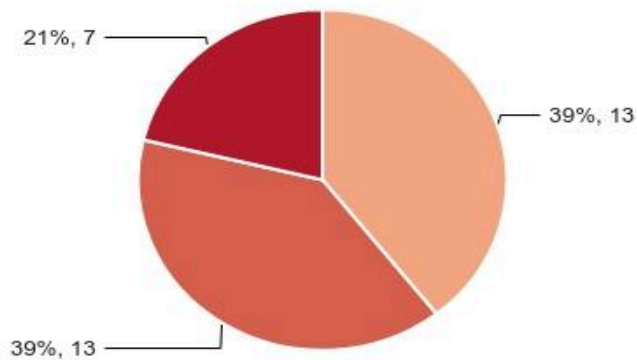
- More one-on-one or small group consultations with OEE staff
- A local assessment committee at the school/college, program, or department level
- OEE staff representation on local assessment committee(s)

III. Qualitative Feedback Data

What kind of programming, events, or services would be most beneficial to your professional development as an assessment coordinator?
- Targeted Training & Technology: Need for training on program-level assessment, bias identification, and AI tools to improve efficiency.

- Structured Support & Check-ins: Monthly meetings, shared calendars, and clearer guidance from OEE would help coordinators stay on track.

- Faculty Engagement & Buy-In: Many faculty view assessment as bureaucratic; targeted programs should demonstrate its value and encourage participation.

- Effective Communication Methods: Video case studies preferred over written materials, coupled with more interdepartmental collaboration.

- DEI Assessment: Integrate DEI-focused assessment discussions to highlight disparities and encourage participation.

What changes, if any, would you make to the Academic Program Assessment Report template that would help you to collect more meaningful data?
- Expand Assessment Scope: There should be a space to assess aspects beyond PLOs, such as grade inflation, equity in student learning outcomes achievement, inclusive teaching, and student satisfaction.

- Clarify Purpose & Process: Some departments confuse assessment with external reviews; the report should provide clearer instructions on the report components.

- Reduce Frequency: Some responses suggest reporting every 2-3 years rather than annually.

- Address Meaningfulness: Assessment should focus less on final grades and more on direct learning evidence and student growth in learning.

- Adapt to New Challenges: Traditional assessment methods are being disrupted (e.g., ChatGPT use), and the report should allow discussion on these evolving challenges.

Additional feedback on the assessment process or interactions with OEE.
- Desire for Impact Updates: Respondents want the committee to provide updates on whether program goal or outcome changes have had a measurable impact on overall program success.

- Concerns About Meaningful Assessment: While the process is seen as manageable and sustainable, some doubt its true effectiveness. One respondent expressed that "doing meaningful assessment is a real challenge" and suggested that a standardized exam for graduating seniors might provide better insights.

- Variability in Commitment to Assessment: While some departments take assessment "very seriously", others "merely go through the motions" without using it to improve curriculum.

- Disconnect in Addressing Student Learning Challenges: Some faculty, particularly in the Humanities and Social Sciences, feel that the current assessment approach does not capture the "crisis of learning" and "student disengagement" they are experiencing.

- Recognition of Assessment's Importance: Despite the challenges, at least one respondent emphasized that "this process is essential."