

# Assessment Matters



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## Meet the new Coordinator of Assessment & Student Learning Outcomes!

Welcome to the inaugural issue of the Assessment Matters newsletter! I'm excited to have joined SUNY Polytechnic in January. My office is located in Kunsela Hall B242 in the administration cluster. Prior to SUNY Poly, I was a classroom science teacher with experiences in urban, rural, and charter schools in the central New York region. My goal is to help everyone at SUNY Poly to understand the role of assessment in understanding program efficacy so values driven, data informed decisions can be made. While I know the concept of assessment is often filled with a variety of positive and negative emotions, I am more than happy to work through them with you and help you gain the information you are most interested in. I look forward to working with all of you!

**Sarah Elacqua**

Coordinator of Assessment & Student Learning Outcomes

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<https://sunypoly.edu/provost/institutional-assessment.html>

## Your Thoughts Matter

“What does assessment mean to you?”

If you've never used Padlet, think of it as a digital bulletin board where you can tack up as many ideas as you'd like and others can respond to your posts, too. You're not limited to text only, either: other forms of digital media can be used to answer Padlet prompts. Please consider dropping your ideas and thoughts to the Padlet linked [here](#)! Your answers are anonymous and this is a way to start a conversation about assessment at SUNY Poly.



## Deadlines!

Academic and non-academic assessment reports are due soon! Reports need to be submitted by **Monday, June 3, 2024!** Please email your report to [assessment@sunypoly.edu](mailto:assessment@sunypoly.edu).

Do you need help with constructing this semester's report? Would you like feedback on your last report? Need assistance composing student learning objectives? Please contact Sarah at [assessment@sunypoly.edu](mailto:assessment@sunypoly.edu) or call ext. 7250 and we'll work out a time to meet or chat.



## Direct vs. Indirect Measures



One of the common questions in assessing programs and classes is “what are the direct measures? What indirect measures are you utilizing?” To determine if you're using direct or indirect measures, two things you can ask yourself are: does this assessment tool measure learning or act as a proxy for measuring learning? Who is determining what was learned and how well? Direct measures occur when a professional determines the answer to how much was learned and how well. In other words, if a student submits a term paper that would be considered a direct measure of assessment as it is an item of evidence that the student learned what you set out for them to learn. Direct measures are excellent for measuring a single goal, objective, outcome and provides clear, actionable evidence of learning. Other examples of direct assessment measures include projects, portfolios, public speaking performances, etc.

Indirect measures occur when the student determines what they learned and how much, and is an incredibly valuable form of assessment to determine how well your in-class efforts are paying off! Indirect measures can measure multiple goals and measure student attitudes, skills, and behaviors; however, a class or program should not rely strictly on indirect measures to determine course or program efficacy. Examples include: surveys, voluntary alumni donations, and peer review of student work.