



**ASSESSMENT OF STUDENT LEARNING OUTCOMES
IN GENERAL EDUCATION**

SUMMARY REPORT

Name of Institution: SUNY at New Paltz **Academic Year:** Spring 2019

Report prepared by: Laurel M. Garrick Duhaney, Associate Provost for Strategic Planning and Assessment

I. GE Categories Assessed in Spring 2019

The College assessed Basic Communication-Written, Mathematics, Foreign Language, and The Arts in spring 2019.

II. Spring 2019 Assessment Process

Last fall, faculty teaching courses in Basic Communication–Written, Mathematics, Foreign Language, and The Arts received information from the Associate Provost for Strategic Planning and Assessment (associate provost) about the spring 2019 GE assessments. Faculty were told how to conduct the assessments, how they might use the assessment results, and to investigate the impact of the changes they make to the course on students’ learning and on their teaching.

In spring 2019, we used Qualtrics instead of my.newpaltz.edu for data entry. The associate provost and Institutional Research gave faculty instructions for using Qualtrics. The GE Board provided assistance to faculty to develop their assessment plans and to carry out the assessments.

All but two faculty submitted results for their GE courses at the end of the spring semester. Institutional Research (IR) aggregated the data at the departmental, school, and campus levels and sent them to the associate provost who authored an overall campus summary report of the GE course assessments. At the beginning of fall 2019, the campus summary report, school, and departmental reports will be sent to the faculty, chairs, associate deans, deans, GE Board, Provost/Vice President for Academic Affairs, and the Presiding Officer of the Faculty. During mid to late fall, departments will submit a report to the associate dean describing actions taken based on the assessment results. It is expected that the dean, associate dean, chair, and/or associate provost will review and act on the report, as necessary.

III. Major Findings for Spring 2019 GE Course Assessments

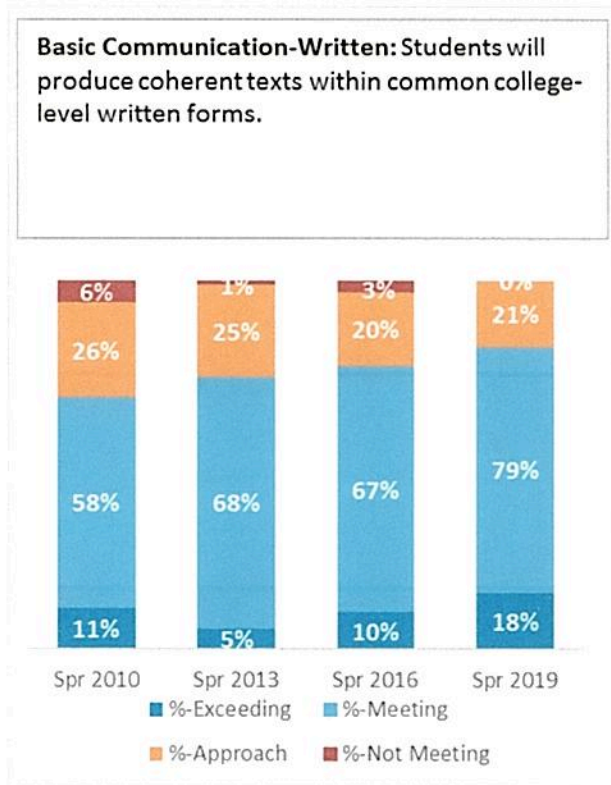
Category: Basic Communication-Written

Below are the findings for Basic Communication–Written.

Basic Communication–Written: SLO 1

Students will produce coherent texts within common college level written forms.		
	N	%
Number exceeding	25	16%
Number meeting	108	67%
Number approaching	28	17%
Number not meeting	0	0%
Total	161	100%

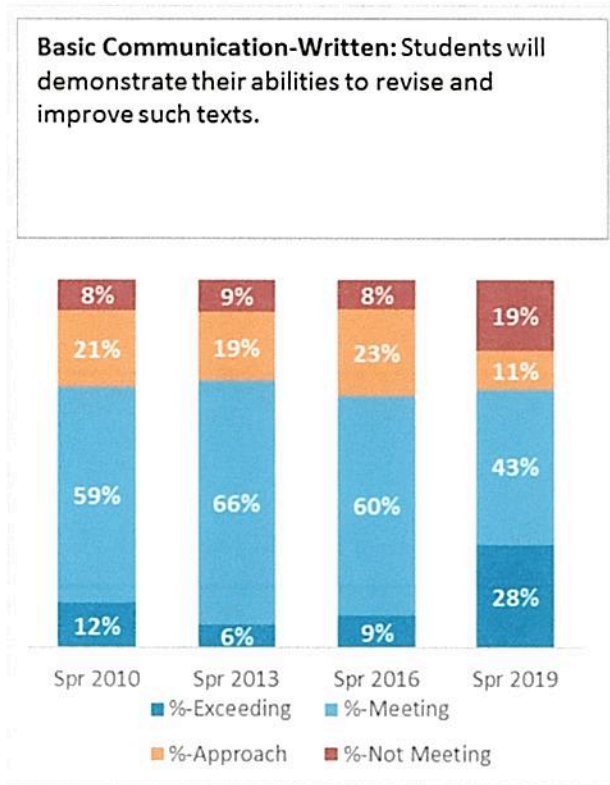
Trend chart showing results from SLO 1 2010 through spring 2019



Basic Communication-Written: SLO 2

Students will demonstrate the ability to revise and improve such texts.		
	N	%
Number exceeding	45	28%
Number meeting	68	43%
Number approaching	17	11%
Number not meeting	30	19%
Total	160	101%

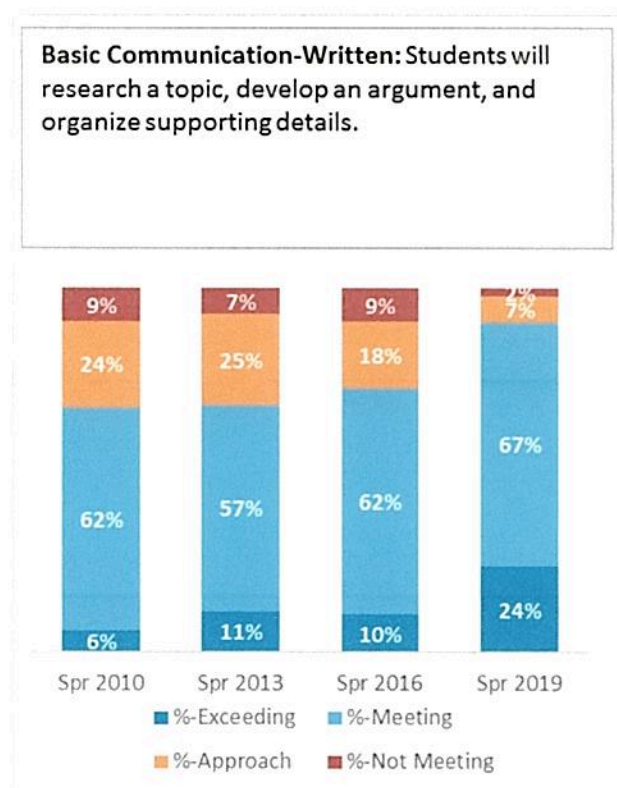
Trend chart showing results from spring 2010 through spring 2019



Basic Communication-Written: SLO 3

Students will research a topic, develop an argument, and organize supporting details.		
	N	%
Number exceeding	38	24%
Number meeting	108	67%
Number approaching	12	7%
Number not meeting	3	2%
Total	161	100%

Trend chart showing results from spring 2010 through spring 2019



Number of courses sampled/Number of courses evaluated - 9/9

Basic Communication–Written has three student learning outcomes (SLOs). Assessment findings for SLO 1 reveal 83% (with 16% of the students exceeding and 67% meeting) of the students produced coherent texts within common college-level written forms. Of note is the statistic that there was no student who failed to meet SLO 1. Results for SLO 2 indicate 71% of the students exceeded (28%) or met (43%) the standard for this

learning outcome. This means these students demonstrated the ability to revise and improve texts within common college level written forms. Conversely, 11% of the students approached the standard and 19% did not meet the standard. Regarding SLO 3, most of the students were able to research a topic, develop arguments, and organize supporting details (i.e., 24% exceeded the standard and 67% met the standard). Conversely, a small number of students approached or did not meet the standards (7% and 2%, respectively) for this learning outcome. Taken as a whole, most of the students exceeded or met all three SLOs for Basic Communication–Written.

Data for Basic Communication–Written from spring 2010, 2013, 2016, and 2019 GE assessments have been included in this report. Faculty are encouraged to review these data, discuss them with colleagues, and use them to inform their planning and assessment of future courses.

Faculty Comments

This section describes examples of changes faculty reported they might make if they taught the course again. Also described here are lessons faculty said they learned in teaching and assessing their courses and their perceptions about GE assessment.

A. What have you learned from the GE assessment?

- More students are proficient in research than originally thought
- Scaffolded workshops helped the students
- Reviewing the course and the assessment process with colleagues is beneficial

B. What changes might you make if you were to teach this course again?

- Build reworking of assignments into the syllabus
- Not to teach Freshman Composition again
- Provide clearer direction to students

C. What suggestions or feedback do you have about the assessment process at New Paltz?

- Make survey clearer
- Remove the SLOs for oral communication from the database
- Smooth process
- Chair reviewed the assessment process

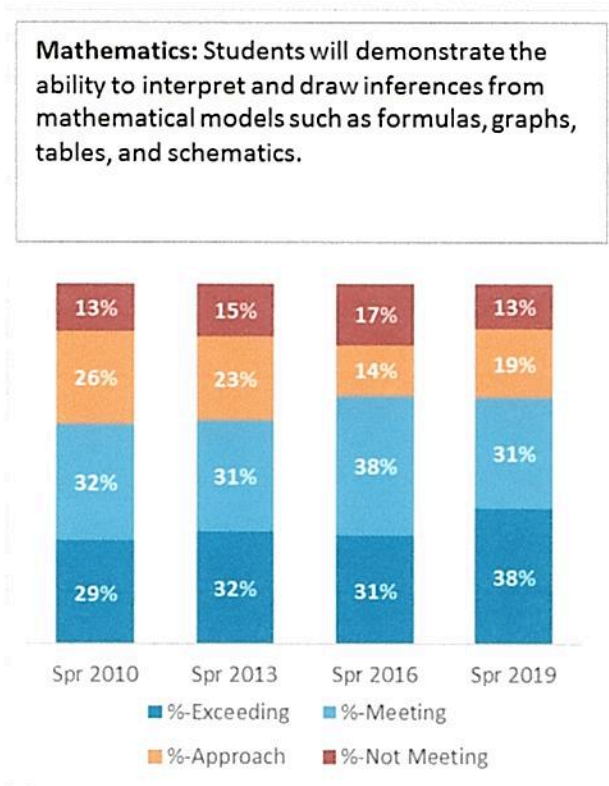
Category: Mathematics

Below are the findings for Mathematics.

Mathematics: SLO 1

Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.		
	N	%
Number exceeding	76	38%
Number meeting	61	31%
Number approaching	38	19%
Number not meeting	25	13%
Total	200	101%

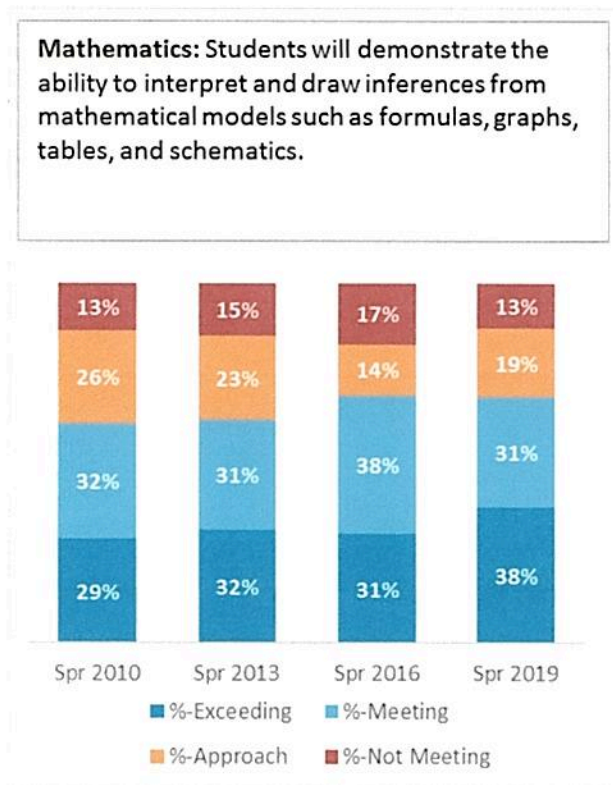
Trend chart showing results from spring 2010 through spring 2019



Mathematics: SLO 2

Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.		
	N	%
Number exceeding	72	35%
Number meeting	65	32%
Number approaching	48	23%
Number not meeting	21	10%
Total	206	100%

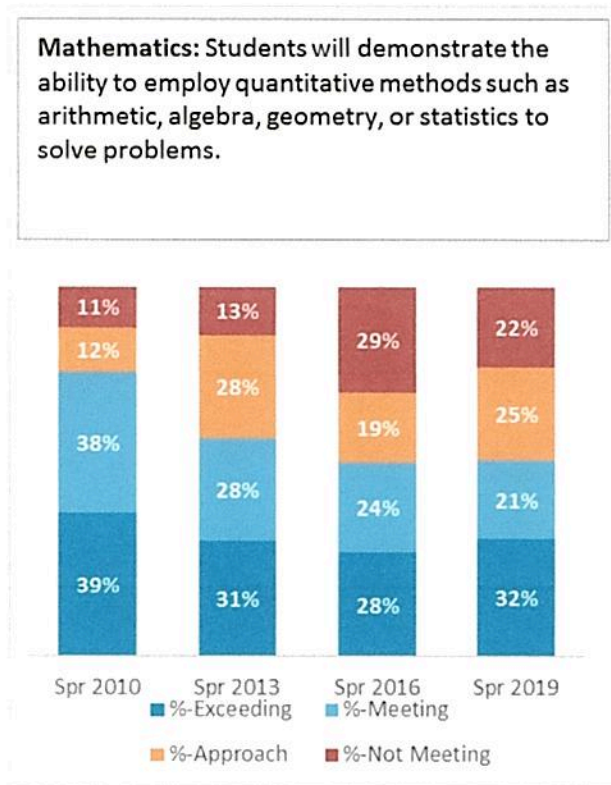
Trend chart showing results from spring 2010 through spring 2019



Mathematics: SLO 3

Students will demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems.		
	N	%
Number exceeding	66	32%
Number meeting	44	21%
Number approaching	52	25%
Number not meeting	45	22%
Total	207	100%

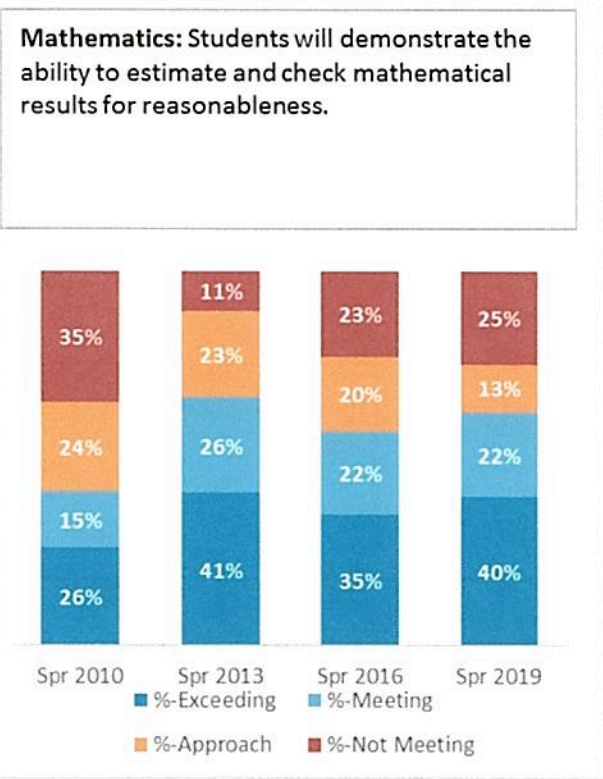
Trend chart showing results from spring 2010 through spring 2019



Mathematics: SLO 4

Students will demonstrate the ability to estimate and check mathematical results for reasonableness.		
	N	%
Number exceeding	82	40%
Number meeting	46	22%
Number approaching	27	13%
Number not meeting	51	25%
Total	206	100%

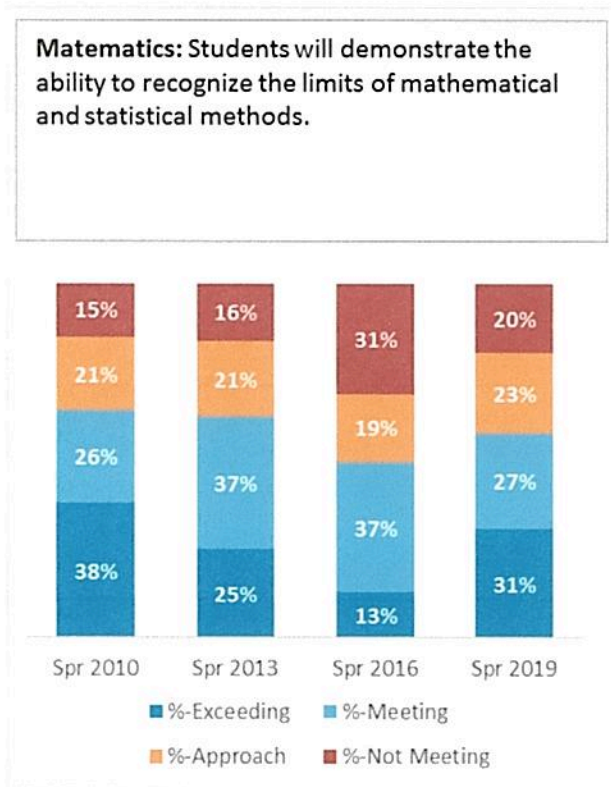
Trend chart showing results from spring 2010 through spring 2019



Mathematics: SLO 5

Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.		
	N	%
Number exceeding	63	31%
Number meeting	55	27%
Number approaching	47	23%
Number not meeting	40	20%
Total	205	101%

Trend chart showing results from spring 2010 through spring 2019



Number of courses sampled/Number of courses evaluated - 13/12

Mathematics has five student learning outcomes (SLOs). Assessment results for SLO 1 show 69% of the students (with 38% of the students exceeding and 31% meeting) demonstrated the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics. Roughly, a third of the students did not meet SLO 1 (19% and 13% approached or did not meet the SLO, respectively).

Findings for SLO 2 showed 35% of the students exceeded the standard, 32% met the standard, 23% approached the standard, and 10% did not meet the standard; 33% of the students were unable to represent mathematical information symbolically, visually, numerically, and verbally. Results for SLO 3 showed 32%, 21%, 25%, and 22% of the students, in this order, exceeded, met, approached, or did not meet the standards for this SLO. Viewed differently, the findings reveal 47% of the students were unable to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems. At 62%, most of the students exceeded (40%) or met (22%) the standards for SLO 4 – i.e., the students demonstrated the ability to estimate and check mathematical results for reasonableness. However, 13% approached the standard and 25% did not meet the standard. For SLO 5, over half of the students (31% exceeded and 27% met the standards) recognized the limits of mathematical and statistical methods. Conversely, 43% (23% approached and 20% did not meet, respectively) of the students did not achieve this SLO.

Data for Mathematics from spring 2010, 2013, 2016, and 2019 GE assessments have been included in this report. Faculty are encouraged to review these data, discuss them with colleagues, and use them to inform their planning and assessment of upcoming courses.

Faculty Comments

This section presents examples of the changes faculty indicated they might make if they taught the course again. Also described here are lessons faculty reported they learned in teaching and assessing the courses and their perceptions about GE assessment.

A. What have you learned from the GE assessment?

- Give more practice to interpret and draw inferences from mathematical models
- Weak quantitative reasoning observed in some students
- Financial concerns may be the reason students who gave up in the middle of the course did not withdraw
- Figure out how to convert multiple-choice scores to the rubric beforehand
- Good interpretation and drawing of inferences from mathematical models and good visual representation of mathematical data was noted in students' performance

B. What changes might you make if you were to teach this course again?

- Include more word problems in class and homework assignments that integrate new and past concepts taught
- Make the diagnostic assignments and completion of supplementary assignments mandatory
- Make the exam questions for SLOs 1, 3, and 4 more challenging – because a majority of the students exceeded expectations

C. What suggestions or feedback do you have about the assessment process at New Paltz?

- Assessment is very useful for improving teaching effectiveness
- Appreciation for the recent proposed changes to GE assessment
- Process now easier to navigate
- Keep up the good work
- Not the easiest process to complete

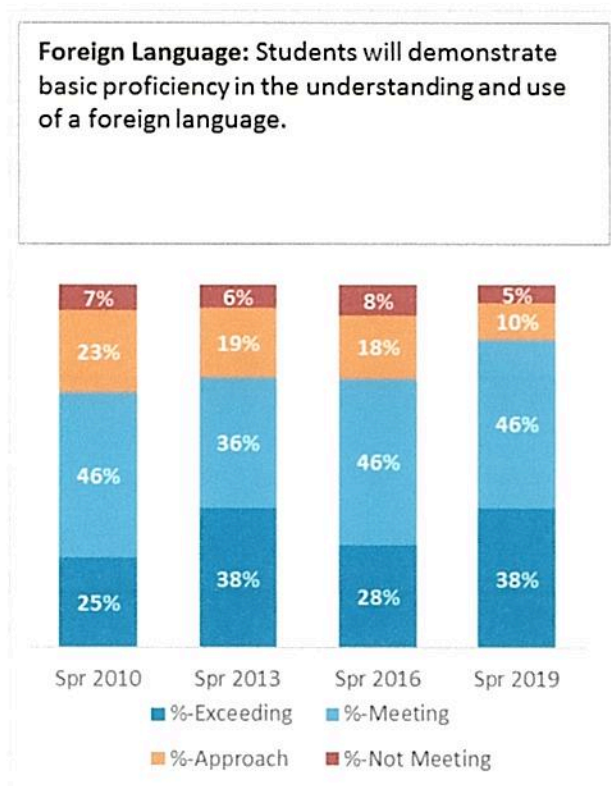
Category: Foreign Language

Below are the findings for Foreign Language.

Foreign Language: SLO 1

Student will demonstrate basic proficiency in the understanding and use of a foreign language.		
	N	%
Number exceeding	92	38%
Number meeting	111	46%
Number approaching	25	10%
Number not meeting	11	5%
Total	239	99%

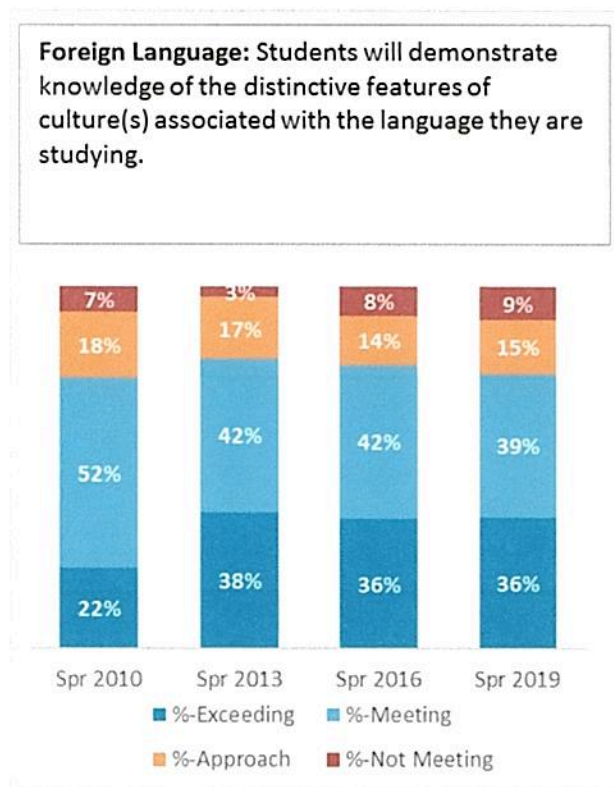
Trend chart showing results from spring 2010 through spring 2019



Foreign Language: SLO 2

Student will demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.		
	N	%
Number exceeding	87	36%
Number meeting	94	39%
Number approaching	36	15%
Number not meeting	22	9%
Total	239	99%

Trend chart showing results from spring 2010 through spring 2019



Number of courses sampled/Number of courses evaluated - 12/11

In general, students' performance in the two learning outcomes for Foreign Language was solid. Assessment results for SLO 1 show 84% (with 38% of the students exceeding and 46% meeting) of the students demonstrated basic proficiency in understanding and using a foreign language. With 36% of the students exceeding the standard, 39% meeting the standard, 15% approaching the standard, and 9% not meeting the

standard, most students also performed well in SLO 2. They demonstrated knowledge of the distinctive features of the culture(s) associated with the language they studied.

Data for Foreign Language from spring 2010, 2013, 2016, and 2019 GE assessments have been included in this report. Faculty are encouraged to review these data, discuss them with colleagues, and use them to inform their planning and assessment of future courses.

Faculty Comments

This section presents examples of the kinds of changes faculty reported they might make if they taught the course again. Also described here are lessons faculty indicated they learned in teaching and assessing their courses and their perceptions about GE assessment.

A. What have you learned from the GE assessment?

- Well worth it to use a new textbook
- Assignments should correspond to rubrics
- Foregrounding conjunctions helps novice-level students achieve intermediate-level by eliciting more sophisticated, complex sentences
- Quizlet improved individual vocabulary words, phrases, and even full sentences
- Final exam class average was higher, by 3 points, than the average for the same exam over the past 12 semesters
- Mature and well-organized language proficiency assessment exists at New Paltz

B. What changes might you make if you were to teach this course again?

- Use new technology much more in the classroom
- Use new textbook
- Place greater emphasis on importance of culture and embed culture into the language component of the program
- Keep experimenting with the new writing techniques implemented this semester
- Place greater emphasis on the cultural acquisition aspect of the course

C. What suggestions or feedback do you have about the assessment process at New Paltz?

- Department continues to improve its methods of assessment
- Continue aggregating assessment results under new assessment system
- Assessment guide is very clear and detailed and made it easier to carry out the assessment successfully

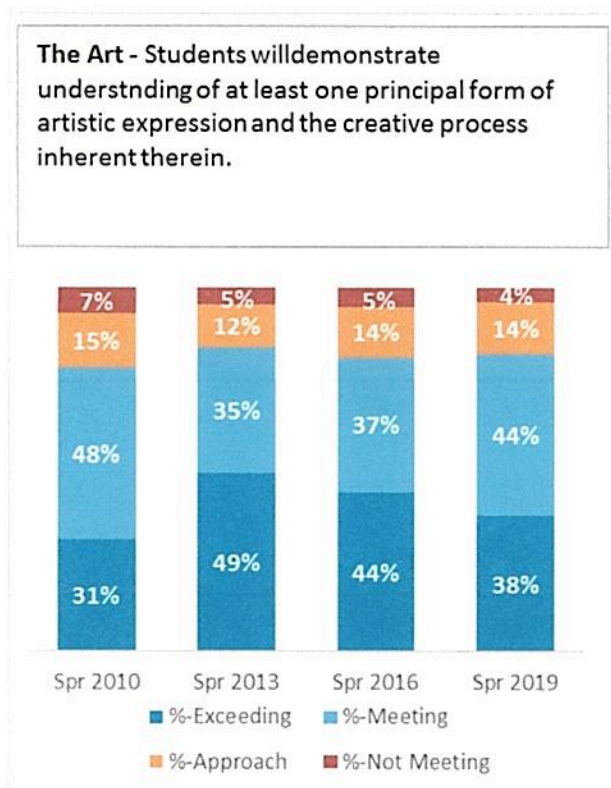
Category: The Arts

Below are the findings for The Arts.

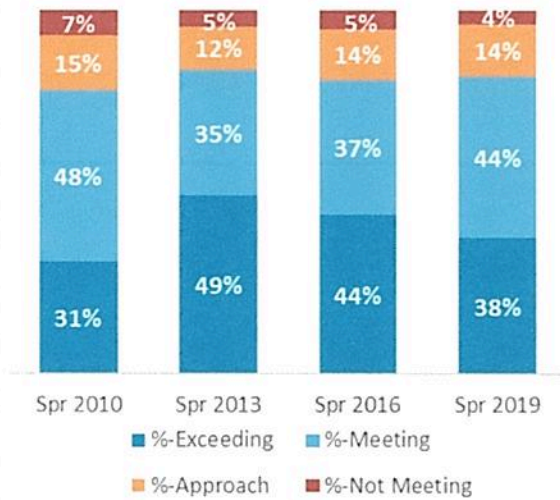
The Arts: SLO 1

Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.		
	N	%
Number exceeding	133	38%
Number meeting	157	44%
Number approaching	51	14%
Number not meeting	13	4%
Total	354	100%

Trend chart showing results from spring 2010 through spring 2019



Art - Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.



Number of courses sampled/Number of courses evaluated - 17/17

In general, students' performance in the learning outcome for The Arts was robust. Overall, most (82%) of the students (38% exceeded the standard and 44% met the standard) demonstrated understanding of at least one principal form of artistic expression and the creative process inherent therein. However, a small number of students did not achieve the learning outcome (14% approached and 4% did not meet the standards).

Data for The Arts from spring 2010, 2013, 2016, and 2019 GE assessments have been included in this report. Faculty are encouraged to review these data, discuss them with colleagues, and use them to inform their planning and assessment of future courses.

Faculty Comments

This section presents examples of the kinds of changes faculty said they might make if they taught the course again. Also reported here are lessons faculty indicated they learned in teaching and assessing their courses and their perceptions about GE assessment.

A. What have you learned from the GE assessment?

- Assessment refocused attention on the course learning outcomes
- Assessment disrupts my curriculum

- Illuminating written responses – especially for students who typically are reluctant to verbalize introspections
 - Most students appreciate guidance about how to improve
- B. What changes might you make if you were to teach this course again?
- Re-examination of the breadth of information vs depth of learning in all courses
 - Timelier feedback needed and push one-on-one meetings
 - Revise assignments and sequencing of assignments
 - Every project offers opportunity to refine teaching
- C. What suggestions or feedback do you have about the assessment process at New Paltz?
- Assessment affords opportunity to reflect upon teaching
 - Assessment process at New Paltz is thorough and provides necessary data to guide students and professors through the learning process

IV. Discussion

Findings indicate most students achieved the SLOs for Basic Communication-Written, Mathematics, Foreign Language, and The Arts. Findings also reveal Mathematics as the content area in which the lack of achievement of SLOs was most significant. Faculty's observations regarding why some students did not accomplish the SLOs for Mathematics ranged from student deficiencies in areas such as quantitative reasoning to teaching methodology. In accordance with their observations for Mathematics and the other content areas, several faculty reported that they plan to modify their teaching and courses based on the assessment findings.

Possible ways to respond to the assessment findings include the following.

- Not everything that is important about your course is measurable. Consequently, use your judgment as you examine these standardized data.
- Review the findings within the context of what is working well in the course and what could be enhanced.
- Discuss the course with colleagues (intra- and interdepartmental) faculty who teach GE courses in the same content area.
- Engage in norming activities with colleagues and tweak assignments, fine-tune rubrics, etc., when necessary.
- Make use of the resources on the GE Board website and elsewhere (e.g., information on norming and using rubrics is available [here](#)).

V. Future Requirements

Recipients of this report are to review the assessment findings and act upon them. Actions taken in response to these findings as well as the outcomes of the actions should be documented and shared with the chair. Chairs are to summarize these reports into a single report and submit it to their associate dean, copied to the dean.

VI. New GE Assessment Process

Starting in fall, we will be implementing a new GE assessment process. The GE Board, associate provost, and others will supply information as the College transitions to the new GE assessment process. Until then, here is some preparatory information:

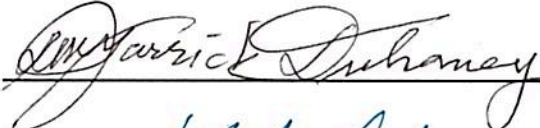
What is the initial schedule for when categories will be assessed?


- 2019-20: Humanities, Natural Sciences, Social Sciences, Western Civilization, plus Information Management within majors
- 2020-21: United States Studies, World Civilizations, Basic Communication-Oral
- 2021-22: The Arts, Foreign Language, Basic Communication-Written, Mathematics, plus Critical Thinking within majors

Categories will be assessed again every three years unless assessment practices or results determine that a change is necessary.

How will faculty know if their students or courses are up for assessment?

The Associate Provost for Strategic Planning and Assessment and/or GE Board will inform faculty the semester prior to an assessment that students in their capstone course(s) are up for assessment. The communication will include instructions for the assessment and due dates for turning in materials.

Submitted by:  Date: 6/26/19

Chief Academic Officer:  Date: 6/26/19
