



 **SUNY CANTON**

Economics Program  
School of Business and Liberal Arts  
Fall 2015 Assessment Report



Curriculum Coordinator: Nadine Jennings

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# What was assessed? Student learning outcomes list:

- *SLO 1 - Communication*
- *SLO 2 – Critical Thinking*
- *SLO 3 – Professional Competence*
- *SLO 4 – Inter/Intrapersonal Skills*



# Where were outcomes assessed?

- *SLO 1 - Communication*
  - ENGL 097, ENGL 101, ENGL 102, ENGL 202, ENGL 209, ENGL 216, ENGL 217, ENGL 219, ENGL 221, ENGL 264, ENGL 266, ENGL 270, ENGL 301, ENGL 305, ENGL 315, ENGL 320, ENGL 380
- *SLO 2 – Critical Thinking*
  - ENGL 097, ENGL 101, ENGL 102, ENGL 202, ENGL 209, ENGL 216, ENGL 217, ENGL 219, ENGL 221, ENGL 264, ENGL 266, ENGL 270, ENGL 301, ENGL 305, ENGL 307, ENGL 315, ENGL 320, ENGL 380
- *SLO 3 – Professional Competence*
  - ENGL 101, ENGL 102, ENGL 221, ENGL 266, ENGL 270, ENGL 301, ENGL 305
- *SLO 4 – Inter/Intrapersonal Skills*
  - ENGL 101, ENGL 102, ENGL 217, ENGL 221, ENGL 315, ENGL 320, ENGL 380



# How was the assessment accomplished?

- Student work assessed:
  - Midterm and final exam short answer questions
  - Calculations exams
  - Oral presentations
  - Research papers

Because we wanted a system that allowed for instructor autonomy, each professor was given the opportunity to generate measurement strategies that suited their needs.

- Measurement strategy:
- To allow for autonomy any combination of the following was used:
  - rubrics used for oral presentations, research papers
  - % of questions answered correctly on calculations exam and midterm/final exams
- Sample size:
  - All students



# iSLO #1: Communication

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>All Courses</b>	<b>119</b>	<b>22</b>	<b>18%</b>	<b>21</b>	<b>18%</b>	<b>75</b>	<b>63%</b>	<b>1</b>	<b>1%</b>
ENGL 097	24	10	42%	4	17%	10	42%	0	0%
ENGL 101	43	4	9%	5	12%	33	77%	1	2%
ENGL 102	12	1	8%	3	25%	8	67%	0	0%
ENGL 202	1	0	0%	0	0%	1	100%	0	0%
ENGL 209	9	2	22%	2	22%	5	56%	0	0%
ENGL 216	4	0	0%	4	100%	0	0%	0	0%
ENGL 217	1	0	0%	1	100%	0	0%	0	0%
ENGL 219	2	0	0%	1	50%	1	50%	0	0%
ENGL 221	4	2	50%	1	25%	1	25%	0	0%
ENGL 264	3	1	33%	0	0%	2	67%	0	0%
ENGL 266	1	0	0%	0	0%	1	100%	0	0%
ENGL 270	3	0	0%	0	0%	3	100%	0	0%
ENGL 301	4	0	0%	0	0%	4	100%	0	0%
ENGL 305	1	0	0%	0	0%	1	100%	0	0%
ENGL 315	3	0	0%	0	0%	3	100%	0	0%
ENGL 320	3	2	67%	0	0%	1	33%	0	0%
ENGL 380	1	0	0%	0	0%	1	100%	0	0%



# iSLO #2: Critical Thinking

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>All Courses</b>	<b>124</b>	<b>27</b>	<b>22%</b>	<b>25</b>	<b>20%</b>	<b>71</b>	<b>57%</b>	<b>1</b>	<b>1%</b>
ENGL 097	20	9	45%	3	15%	8	40%	0	0%
ENGL 101	34	1	3%	9	26%	23	68%	1	3%
ENGL 102	10	1	10%	3	30%	6	60%	0	0%
ENGL 202	3	2	67%	0	0%	1	33%	0	0%
ENGL 209	9	2	22%	2	22%	5	56%	0	0%
ENGL 216	4	0	0%	4	100%	0	0%	0	0%
ENGL 217	4	3	75%	1	25%	0	0%	0	0%
ENGL 219	5	0	0%	2	40%	3	60%	0	0%
ENGL 221	2	2	100%	0	0%	0	0%	0	0%
ENGL 264	3	1	33%	0	0%	2	67%	0	0%
ENGL 266	3	0	0%	1	33%	2	67%	0	0%
ENGL 270	4	0	0%	0	0%	4	100%	0	0%
ENGL 301	1	0	0%	0	0%	1	100%	0	0%
ENGL 305	4	1	25%	0	0%	3	75%	0	0%
ENGL 307	6	2	33%	0	0%	4	67%	0	0%
ENGL 315	3	0	0%	0	0%	3	100%	0	0%
ENGL 320	6	3	50%	0	0%	3	50%	0	0%
ENGL 380	3	0	0%	0	0%	3	100%	0	0%



# iSLO #3: Professional Competence

	Measures	Not Met		Met		Exceeded	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>All Courses</b>	<b>54</b>	<b>4</b>	<b>7%</b>	<b>12</b>	<b>22%</b>	<b>38</b>	<b>70%</b>
ENGL 101	33	2	6%	8	24%	23	70%
ENGL 102	10	1	10%	3	30%	6	60%
ENGL 221	1	0	0%	1	100%	0	0%
ENGL 266	2	0	0%	0	0%	2	100%
ENGL 270	3	0	0%	0	0%	3	100%
ENGL 301	2	0	0%	0	0%	2	100%
ENGL 305	3	1	33%	0	0%	2	67%





# iSLO #4: Inter/Intrapersonal Comm

	Measures	Not Met		Met		Exceeded	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	23	4	17%	2	9%	17	74%
ENGL 101	10	1	10%	1	10%	8	80%
ENGL 102	3	0	0%	1	33%	2	67%
ENGL 217	2	2	100%	0	0%	0	0%
ENGL 221	1	0	0%	0	0%	1	100%
ENGL 315	2	0	0%	0	0%	2	100%
ENGL 320	3	1	33%	0	0%	2	67%
ENGL 380	2	0	0%	0	0%	2	100%



# Total Department Findings

	Measures	Not Met		Met		Exceeded		No Findings	
	N	N	%	N	%	N	%	N	%
<b>All Courses</b>	<b>165</b>	<b>32</b>	<b>19%</b>	<b>30</b>	<b>18%</b>	<b>102</b>	<b>62%</b>	<b>2</b>	<b>1%</b>
ENGL 097	24	10	42%	4	17%	10	42%	0	0%
ENGL 101	54	4	7%	11	20%	38	70%	2	4%
ENGL 102	16	2	13%	4	25%	10	63%	0	0%
ENGL 202	3	2	67%	0	0%	1	33%	0	0%
ENGL 209	9	2	22%	2	22%	5	56%	0	0%
ENGL 216	4	0	0%	4	100%	0	0%	0	0%
ENGL 217	4	3	75%	1	25%	0	0%	0	0%
ENGL 219	5	0	0%	2	40%	3	60%	0	0%
ENGL 221	4	2	50%	1	25%	1	25%	0	0%
ENGL 264	3	1	33%	0	0%	2	67%	0	0%
ENGL 266	5	0	0%	1	20%	4	80%	0	0%
ENGL 270	6	0	0%	0	0%	6	100%	0	0%
ENGL 301	4	0	0%	0	0%	4	100%	0	0%
ENGL 305	4	1	25%	0	0%	3	75%	0	0%
ENGL 307	6	2	33%	0	0%	4	67%	0	0%
ENGL 315	4	0	0%	0	0%	4	100%	0	0%
ENGL 320	6	3	50%	0	0%	3	50%	0	0%
ENGL 380	4	0	0%	0	0%	4	100%	0	0%



# Assessment results: What have the data told us?

- From the data presented today we found:
- Compliance rates were high.
- iSLO 2 - Critical Thinking
  - Students struggled the most in this category.



# Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
- Given our experience with assessment at the course level:
  - Removing objectives from courses, e.g. ENGL 221, ENGL 217, ENGL 307
  - Removing or changing designation of GERs in courses, e.g. removing the GER 8 from ENGL 217.
  - Changing assessment tools from quiz to writing activities in courses, e.g. ENGL 264 and ENGL 209,
  - Writing Intensive needs to be re-explored.
  - Reviewing our iSLO and GER mapping.



# What resources were used or have been requested to close the loop?

- Potential resources that you might identify:
  - Individual faculty time revising within a course
  - Task Stream should be available for faculty training. At the very least, we need more mentors on campus to assist with training endeavors.
  - Financial resources for digital workshops and training to assist with our program development.
  - Course release for review of ENGL 101 and the Writing Intensive system currently being employed.



# What changes would you make to the Assessment Process?

- We would like to see if a system can be implemented in which multiple CRNs of a single course can be measured in a non-collective capacity.
- Check in/check out blocking all other users should be fixed. It has been said that this can't be changed. Why not? The programming wasn't carved on Egyptian tablets.
- Several other requests to be addressed in policies and procedures.

