

Assessment of Student Learning Outcomes in General Education Summary Report GER 11 – Critical Thinking

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

GER (name and #): GER 11 Academic Year: 2017

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Improvements Made as a Result of Previous Assessment

What program improvements in curriculum and/or teaching were made as a result of the previous assessment of General Education? If no program improvements were made, please provide a rationale for why recommendations made in previous assessment report were not implemented.

Prior to our 2017 cycle, we have struggled with implementing a methodology to assess critical thinking. It was a featured ISLO in many of our courses, even prior to the 2016 revisions to our ISLOs. However, it had not been assessed to satisfaction.

Deviations from Approved Methodology

Were there any significant deviations from the GER assessment plan that was approved by the Academic Assessment Committee? If so, please comment on why these changes were necessary and how these changes may have affected the reported results, if at all.

This is the first incarnation of our critical thinking methodology after our 2016-2017 overhaul of assessment.

Major Findings of this Assessment

What are the major findings for the assessment of all GER SLOs assessed? Please include a narrative outlining these findings and an interpretation of these results in addition to completing the table.

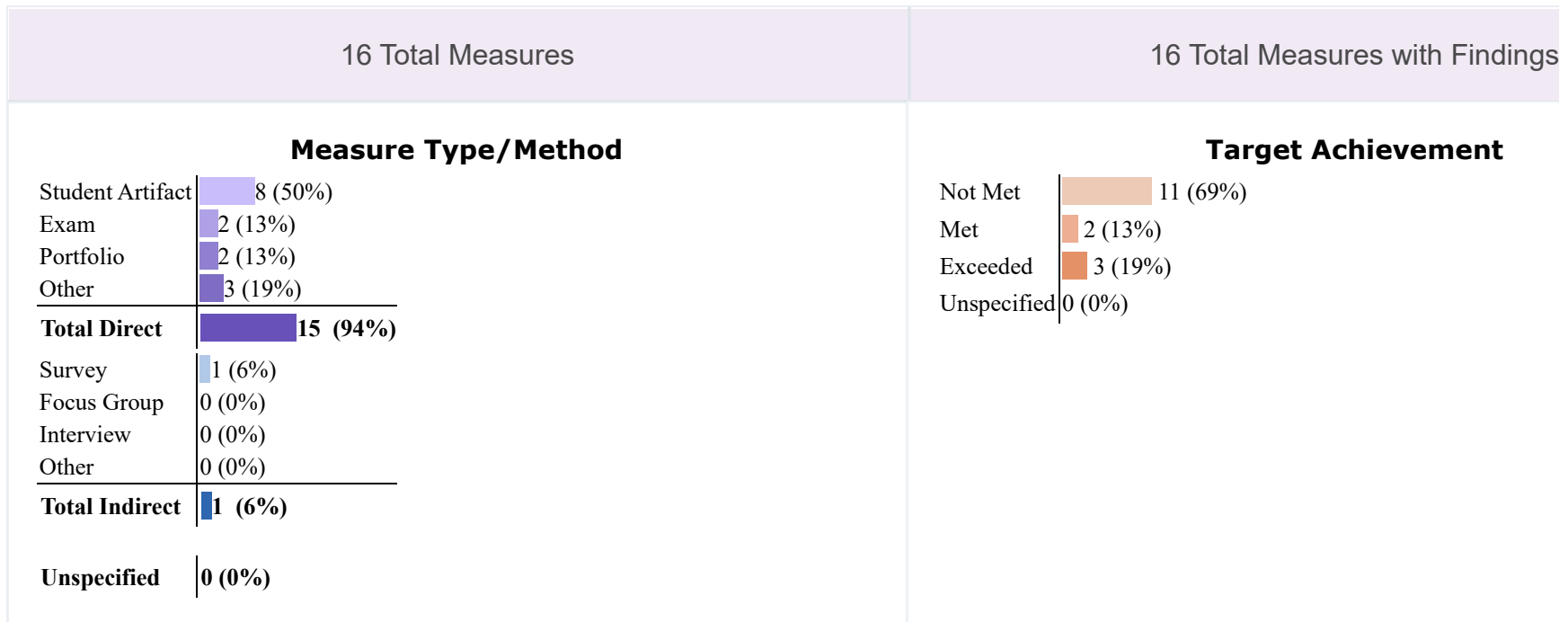
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Assessment Results:

Spring 2017 Critical Thinking Results

Overall Statistics

- **There are 640 Participating Areas with access to this requirement within SUNY, Canton**
- **There are 10 Participating Areas with access to this requirement that have mapped to the selected initiatives**
- **95% (21/22) outcomes were included**
- **76% (16/21) of outcomes included have at least one measure specified**
- **67% (14/21) of outcomes included have measures with findings specified**



Qualitative Feedback from Faculty – Target Not Met – Spring 2017

Clinical problem solving has been an area of focus in the classroom and lab. The students who were not at the desired rating (2) were not significantly below the desired rating level, were aware of the need to improve in this area.

Student who did not meet this at the end of this course did not pass the course. The student did successfully meet this objective at the end of a remedial affiliation.

Recommendations:

More in class work on critical thinking needs to be incorporated so students are forced to take time with these assignments and critical thinking exercises. Hopefully, the major prep course will help students be more prepared and more willing to want to engage in critical thinking.

Reflections/Notes:

Though only three students did not earn a C or higher, the target was not met. More concerning is the fact that the average for all students for the critical thinking scenarios was only 2.03.

Recommendations:

May need to separate out and assess separately each critical thinking scenario in relation to the outcome instead of combining them for assessment.

Reflections/Notes:

This was a particularly weak class for writing. Demonstrates the need to address writing deficiencies earlier in the curriculum. Hopefully, the major prep course will help.

Recommendations:

Students need to be instructed to add this component and it needs to be prepped in an earlier module.

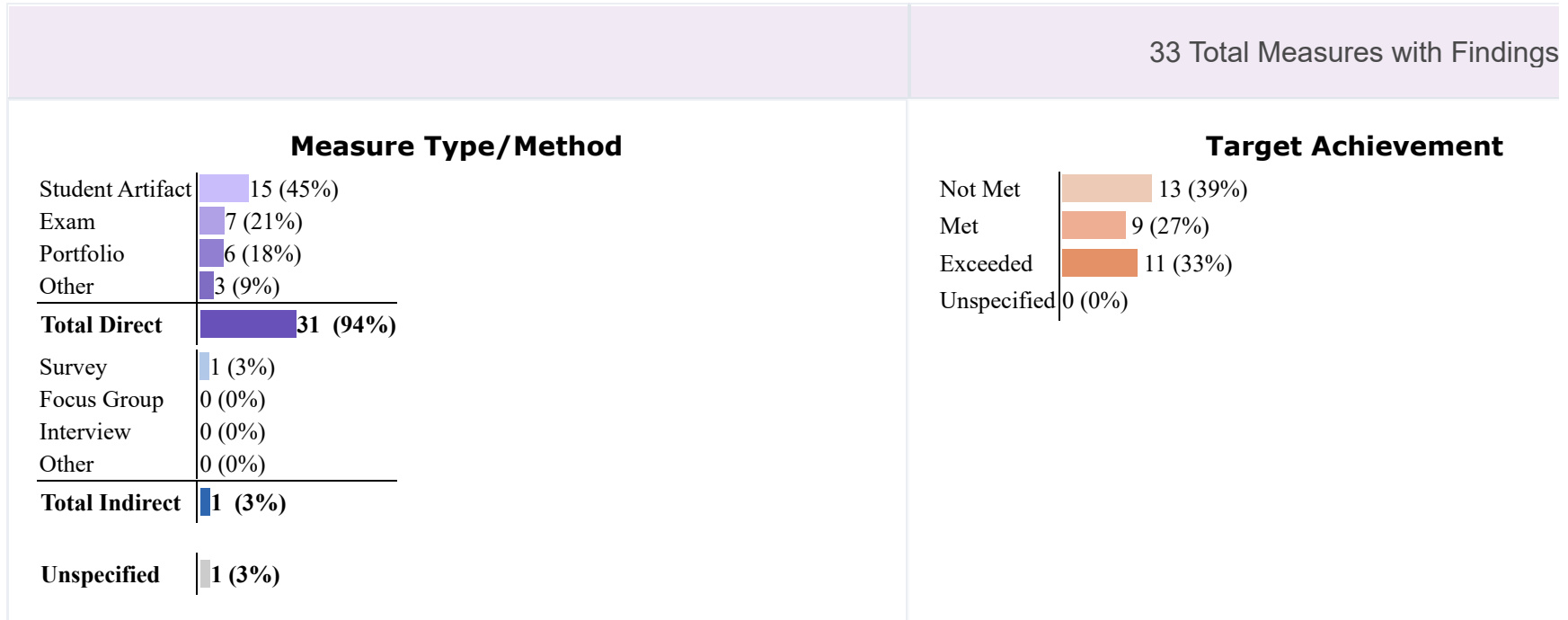
Recommendations:

This activity needs to be submitted earlier or in components.

Fall 2017 Critical Thinking Results

Overall Statistics

- There are 975 Participating Areas with access to this requirement within SUNY, Canton
- There are 15 Participating Areas with access to this requirement that have mapped to the selected initiatives
- 98% (39/40) outcomes were included
- 95% (37/39) of outcomes included have at least one measure specified
- 79% (31/39) of outcomes included have measures with findings specified



Qualitative Feedback from Faculty – Target Not Met – Fall 2017

One student didn't submit the report and because of this the target didn't met.

Similar questions were asked on the CVA case study take home and student performance on this second attempt was improved. Continue this measure but ensure that instructor records data prior to returning assignment to students.

Area where students did not pass was in observation/recognition of incorrect performance of exercise.

Need to better explain assignment (what a coaching philosophy is) and better clarify expectations. Providing a sample of a teaching philosophy will help.

Rewrite final assessment to specifically require students to tie in aspects or components of transformational leadership

Recommendations:

May need to refocus final paper assignment to better align with emphasis on transformation leadership in sport. While most students did emphasis transformational leadership there was a lack of tie in to sports settings and/or sports leadership.

Reflections/Notes:

Also, for Spring 18, need to separate assessment outcomes involving final paper using rubric components instead of whole grade.

Less attention detail and depth/effort illustrated in the 70-79% category (6 students)

Assessment Results Narrative and Interpretation

There are a few key takeaways here:

1. The fact that in both semesters the percentages lean towards targets not being met suggests that the culture of assessment is positive – One of the overarching concerns when we started the overhaul of our assessment process was that assessment data would be used to make personnel decisions. It is a fear many faculty have when assessment processes begin to get pinned into place.

In this circumstance, especially when assessment paradigms are in their fledgling stages, assessment data not only tells us about how effective teaching/learning is. It also gives us a sense of the culture of assessment. If results are overwhelmingly positive, there is a *possibility* of falsification of data due to mistrust. There's also a potential indicator that the methodology may be broken, as it either isn't capturing deficiencies that can be improved upon.

Conversely, if the results are balanced or leaning towards targets not being met, that can be indicative of a few things. First, it could be indicative of a positive culture of assessment. Unfortunately, it could also mean that negative results have been incentivized via resource allocation, i.e. if deficits are addressed with resource allocation, then it actually benefits programs to records targets as not being met, because that leads to funding.

While we do have resources allocation as a result of assessment, the important distinction is that the resources we provide generally go towards purchase of equipment that allow programs to meet outcomes they otherwise

2. The fact that in both semesters the percentages lean towards targets not being met suggests we have some work to do as we move towards helping students demonstrate proficiency in the area of critical thinking.
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Recommendations for Improvement in Student Learning

Based on the assessment results, what changes to curriculum and/or teaching should be made to improve student learning?

At this point, we are in the process of changing teaching methods by course/instructor. We have a universal set of rubrics for critical thinking, but faculty are allowed to tailor those to their own needs and submit for approval to the ISLO subcommittee. Currently, the overwhelming response has been for faculty to reconsider their teaching methods.

Based on the assessment results, what other resources, if any, are needed to improve student learning? Please check all that apply and include a rationale below (academic support services, equipment, software, etc.) are needed

Academic support services (tutoring, accommodative services, etc.)

Classroom equipment needed

Software needed

Other (please specify below)

Closing the Loop

What mechanisms are in place for documenting and sharing assessment results, closing the loop processes, and intended changes resulting from these assessment results?

Currently we have annual symposia for the three schools. Each program addresses critical thinking every three years. For the first cycle, that was in 2017. During the symposia, faculty discuss their findings and suggestions for changes.

After this, results are aggregated and shared at Provost's Cabinet. Then any necessary resource allocations are made, generally based not on targets, but based on areas where finances are absolutely crucial in order for an outcome to be met. For example, in electrical engineering, if a specific tool or device is required for a student to meet an accrediting agency's

outcome, and the outcome can be met no other way without the technology, resources were allocated to these kinds of requirements.

What closing the loop activities, such as ongoing professional development activities for faculty and staff, will be implemented as a result of these assessment results?

Trainings are hosted three times a semester for assessment. Individual meetings are made to adjust program and course assessment plans.

What changes to the assessment process should be made for the following cycle?
No changes to the actual process or methodology.
