



General Education Board Fall Forum

October 20, 2021

Webex

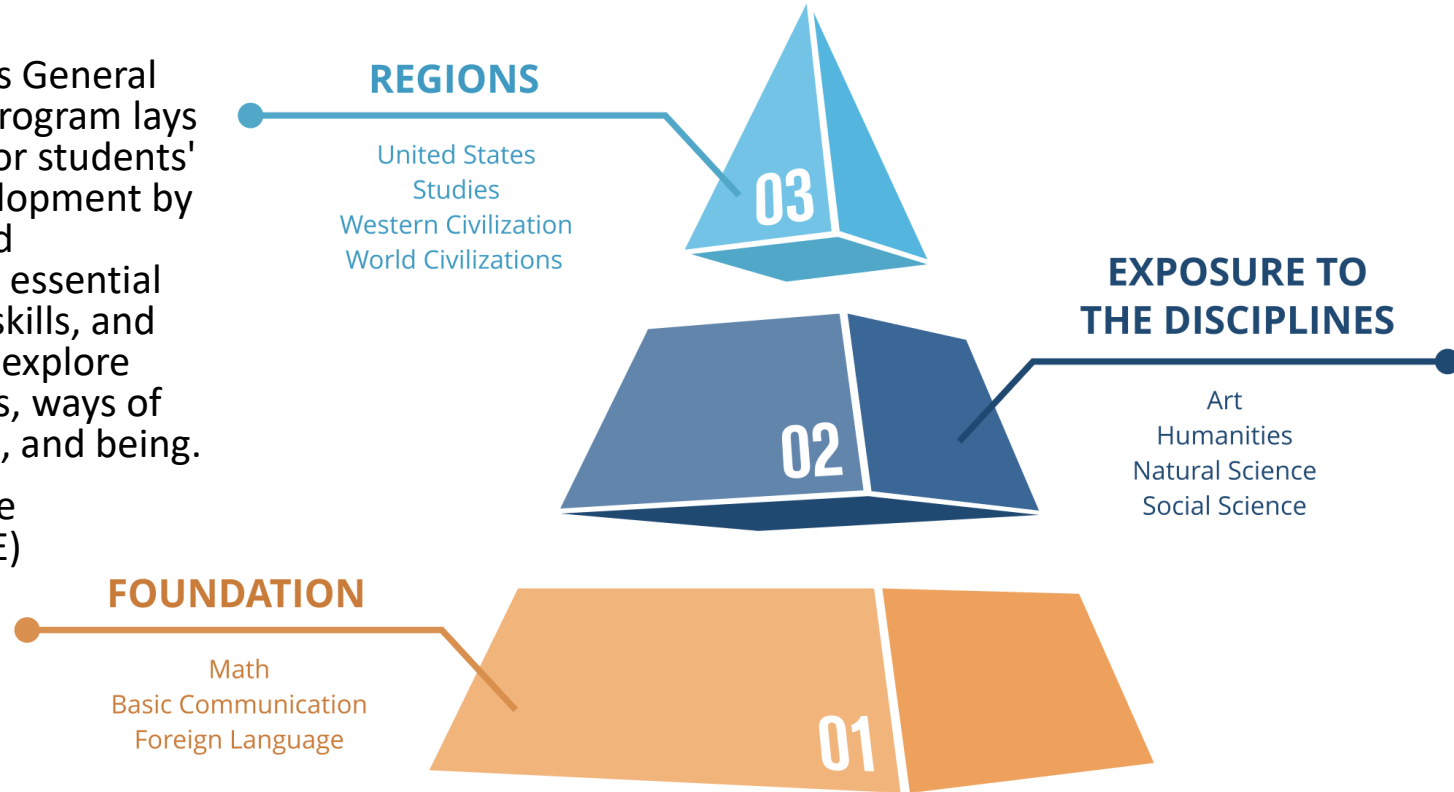
Today's discussion

1. Discussion of the capstone model for GE assessment
 - A. What is the capstone assessment model?
 - B. What do the results from Spring 2021 tell us?
United States Studies, World Civilizations, and Basic Communication-Oral
 - C. How should we respond to these results?
2. Split into working groups to discuss Spring 2022 assessment
 - A. Foreign Languages
 - B. Art
 - C. Basic Communications – Written
 - D. Mathematics

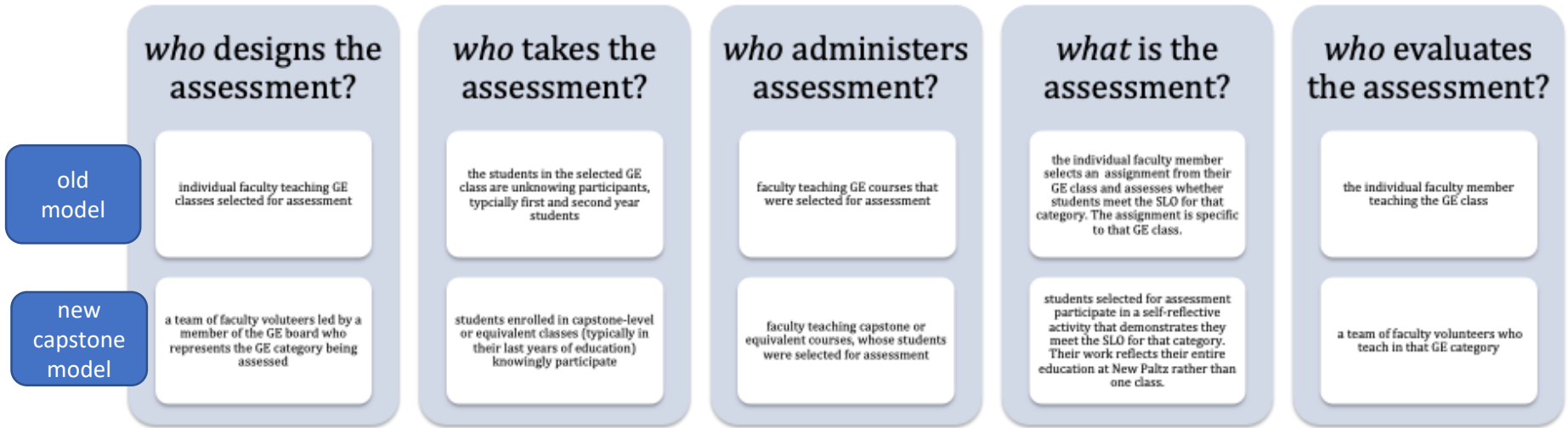
Capstone assessment aims to measure student learning *across* their education *as a whole*

SUNY New Paltz's General Education (GE) program lays the foundation for students' intellectual development by providing a broad knowledge base, essential communication skills, and opportunities to explore new perspectives, ways of thinking, arguing, and being.

(From GE website newpaltz.edu/GE)



Comparison of models



- **Who:** a team of volunteer faculty who teach in the relevant GE category develop assessment for faculty to administer to students in their capstone level courses, rather than faculty teaching GE courses assessing students in their specific GE classes.
- **How:** a self-reflective assignment specifically for GE assessment that is designed collaboratively by volunteer faculty who teach in the relevant GE category, rather than an assignment from a specific GE class
- **When:** near the end of students' education, rather than at the beginning
- **Why:** so we can measure GE learning outcomes across the curriculum, rather than in specific classes. The new model is also more collaborative because it brings faculty from different departments together to work on assessment. We also include students more directly in the assessment process and take this opportunity to get student feedback about the GE program.

Data is collected from faculty administering the capstone assessment

- Survey questions include:
 - Did you or your students experience any technical issues?
 - Did students complete the assessment during or outside of classtime?
 - What questions, if any, did students have about the assessment?
 - What feedback, if any, did students have about the assessment?
 - What feedback, if any, do you have about improving this process in the future?

Data is collected from students completing the GE assessment in their capstone course

- Survey questions include
 - Do you have feedback about the GE Program
 - Do you have feedback about the assessment process
 - Do you have any additional feedback

Data is collected from faculty teaching GE classes in categories being assessed

- Survey questions include:
 - How do you help students understand your course within the broader GE Program?
 - What work do your students complete that aligns with GE SLO's
 - What % of students meet/do not meet SLO's

GE Category	Learning outcome	% met capstone	% met course
US Studies	Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.	63%	95%
US Studies	Students will demonstrate knowledge of knowledge of common institutions in American society and how they have affected different groups	61%	90%
US Studies	Students will demonstrate understanding of America's evolving relationship with the rest of the world.	60%	
World Civilizations	Students will demonstrate knowledge of either a broad outline of world history, <u>OR</u>	76%	68%
World Civilizations	Students will demonstrate knowledge of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.		87%
Basic Communication-Oral	Students will develop proficiency in oral discourse.	72.7%	Survey error – no data collected
Basic Communication-Oral	Students will evaluate an oral presentation according to established criteria.	78.2%	

Important notes about this data

- There was a very low participation rate. A number of factors could have contributed: stress from COVID-19, difficulties with online learning/teaching environments, a faster paced semester with less breaks.
- The students who did participate often produced insightful and promising work that demonstrates the value of what they learned at SUNY New Paltz.
- We moved assessment to Blackboard to accommodate online classes during COVID-19. Unfortunately, this meant faculty were unable to monitor whether their students completed it. There was a lack of accountability for non-participation.
- Faculty who gave class time and explained assessment to their students had the highest participation rates.
- This assessment model relies on voluntary participation. For it to work, we need greater buy-in from faculty and students.

Observations from faculty who administered the assessment in capstone classes

- Some students were confused about what they were being asked to do and why. They were concerned about whether the assessment contributed to their grade for the class or if they needed to do it to graduate.
- Students reported feeling too overwhelmed to participate in assessment and that it was asking too much during COVID-19.
- There were some technical issues with Knowmia and student enrollment in the Blackboard sites.

Faculty Comments about Improving the Assessment

- Suggestion that the GEB ask faculty to carve out class time for assessment.
- Explanation that faculty need to see the exercise so that they can help administer assessment.
- Concerns about students being unmotivated to participate and confused about why they are being assessed.
- Concerns about the timing and effectiveness of assessing students in capstone level courses, especially due to issues with retaining information from their GE courses.

Student Feedback

- Requests for clarity regarding purpose and process.
- Particularly confusing for students who didn't take GE at New Paltz or who don't remember their GE classes.
- Feels like "extra work" and students already feeling overwhelmed. Timing of administration is important.
- Is this required?
- Technical difficulties and extra time commitment for students who were required to use Knowmia.

How should we respond to these results?

- Refine the process for administering the assessment
- Revise instructions and prompts for assessment
- Communicate the assessment process and its goals more effectively
- Find meaningful ways to include student input in the assessment process
- Voluntary process and students don't understand importance – what can we do to help them.
- Other ideas?