



Potsdam
THE STATE UNIVERSITY OF NEW YORK

**Assessment of Student Learning
Outcomes Workshop for General
Education AH Designator
February 4th, 2011
LTEC**

Agenda

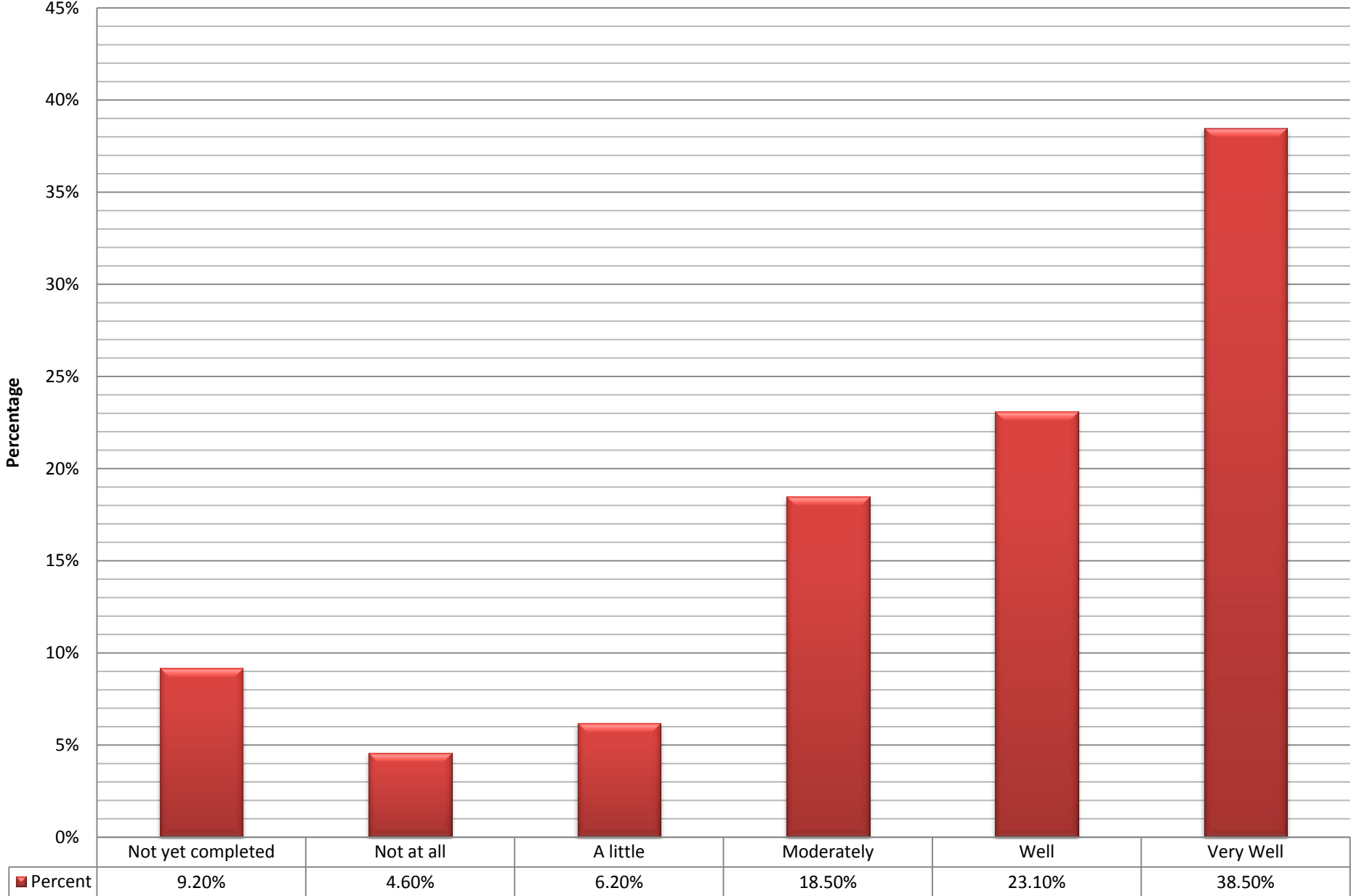
- Review of recent program assessment data.
- SUNY Potsdam Student Learning Outcomes for American History (AH).
- Spring 2011 gathering of Assessment Data from courses with AH designator.
- Discussion of best practices for assessing AH Student Learning Outcomes.

**[AH] AMERICAN HISTORY (*minimum 3
credit hours*)**

***Gen Ed Senior Survey Fall 2010
(n=144)***

- **Objective:** the **AH** course teaches students how to study significant portions of the narrative of American History, focusing on the political, economic, social and cultural, including an examination of unity and diversity in American society.

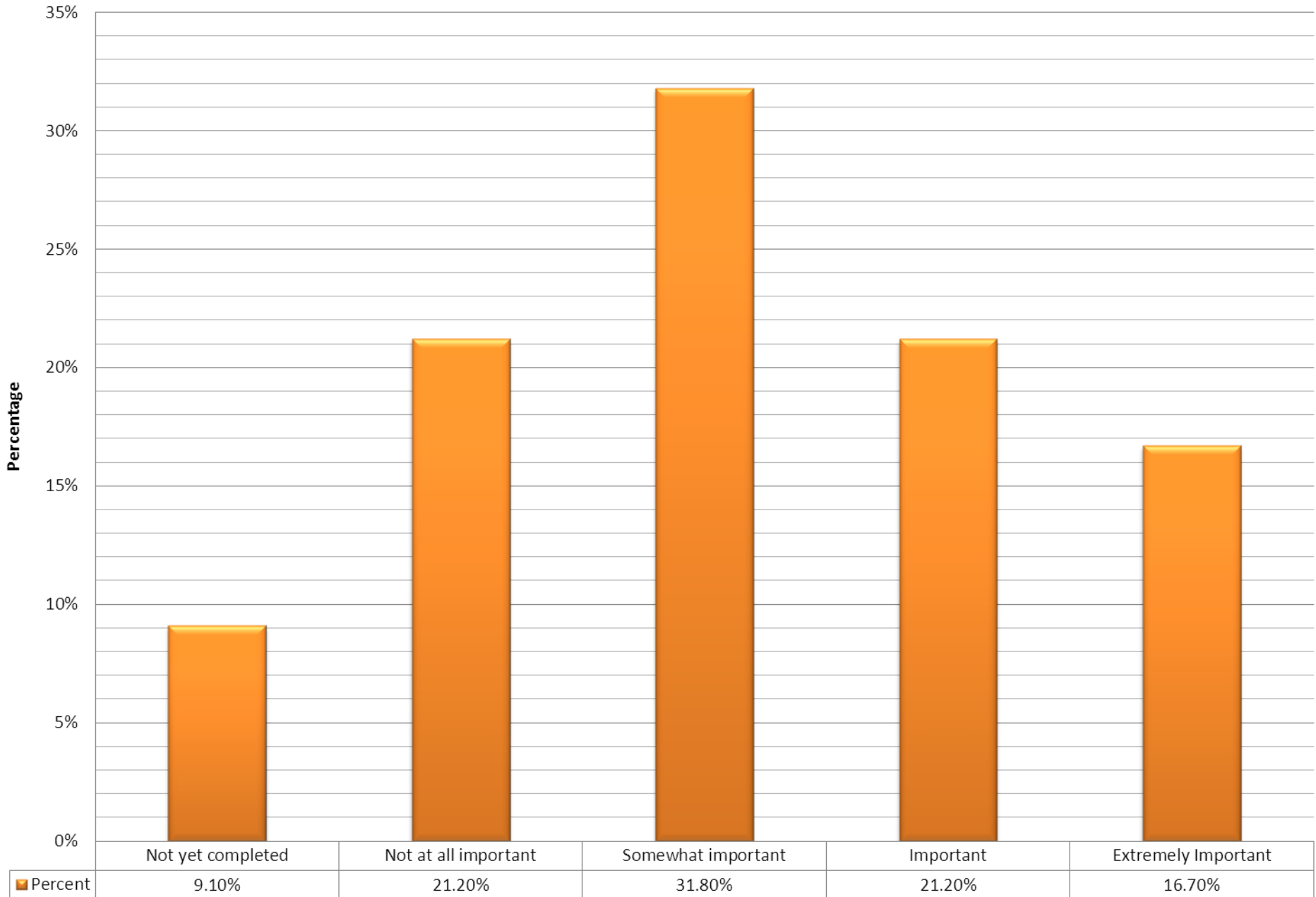
12a. To what extent have you achieved the learning objectives for [AH] specified above?



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Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Not yet completed	12	9.2%	8.3%	8.3%
Not at all	6	4.6%	4.2%	4.2%
A little	8	6.2%	5.6%	5.6%
Moderately	24	18.5%	16.7%	16.7%
Well	30	23.1%	20.8%	20.8%
Very Well	50	38.5%	34.7%	34.7%

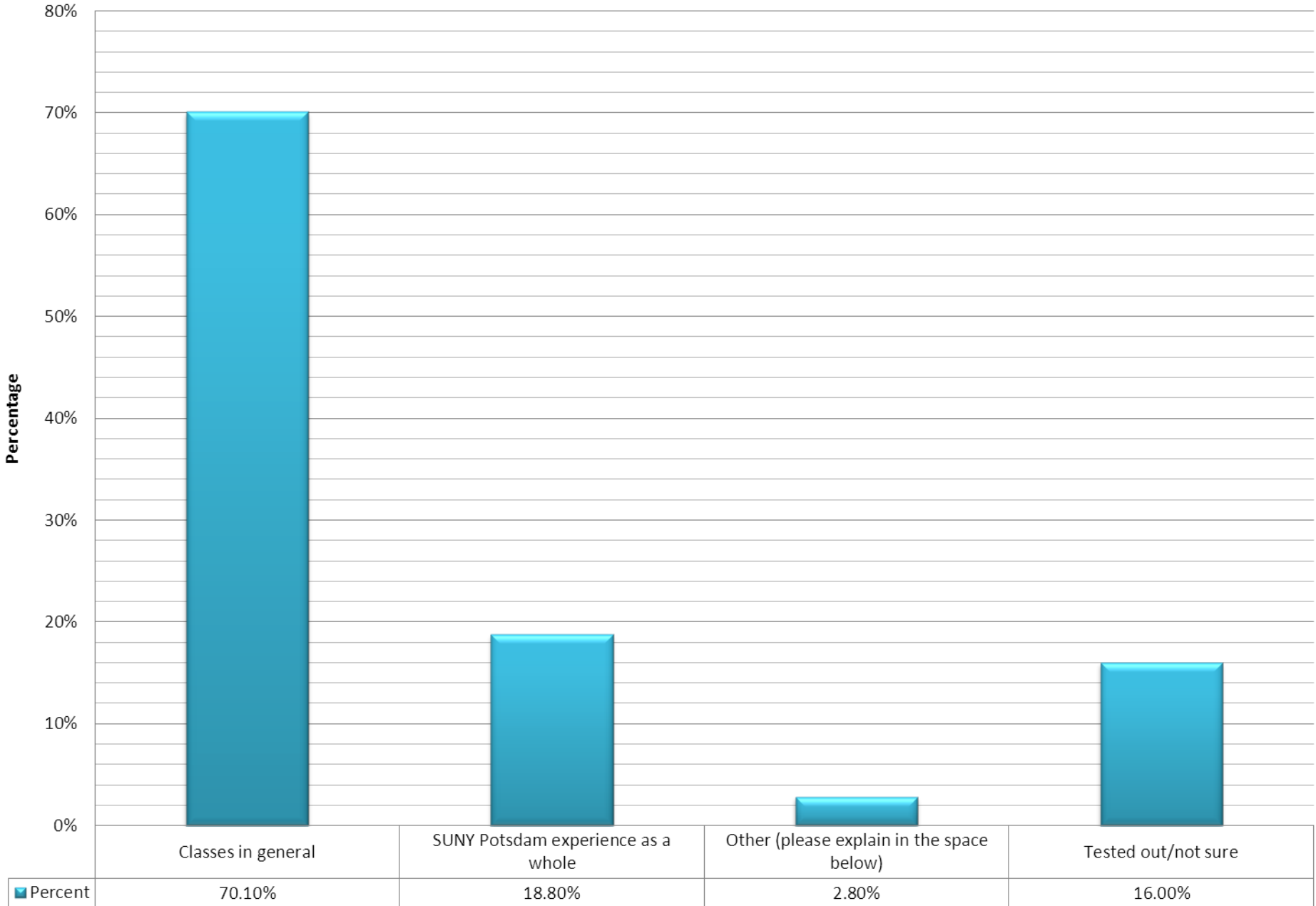
12b. How important were these objectives to your education here at SUNY Potsdam?



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Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Not yet completed	12	9.1%	8.3%	8.3%
Not at all important	28	21.2%	19.4%	19.4%
Somewhat important	42	31.8%	29.2%	29.2%
Important	28	21.2%	19.4%	19.4%
Extremely Important	22	16.7%	15.3%	15.3%

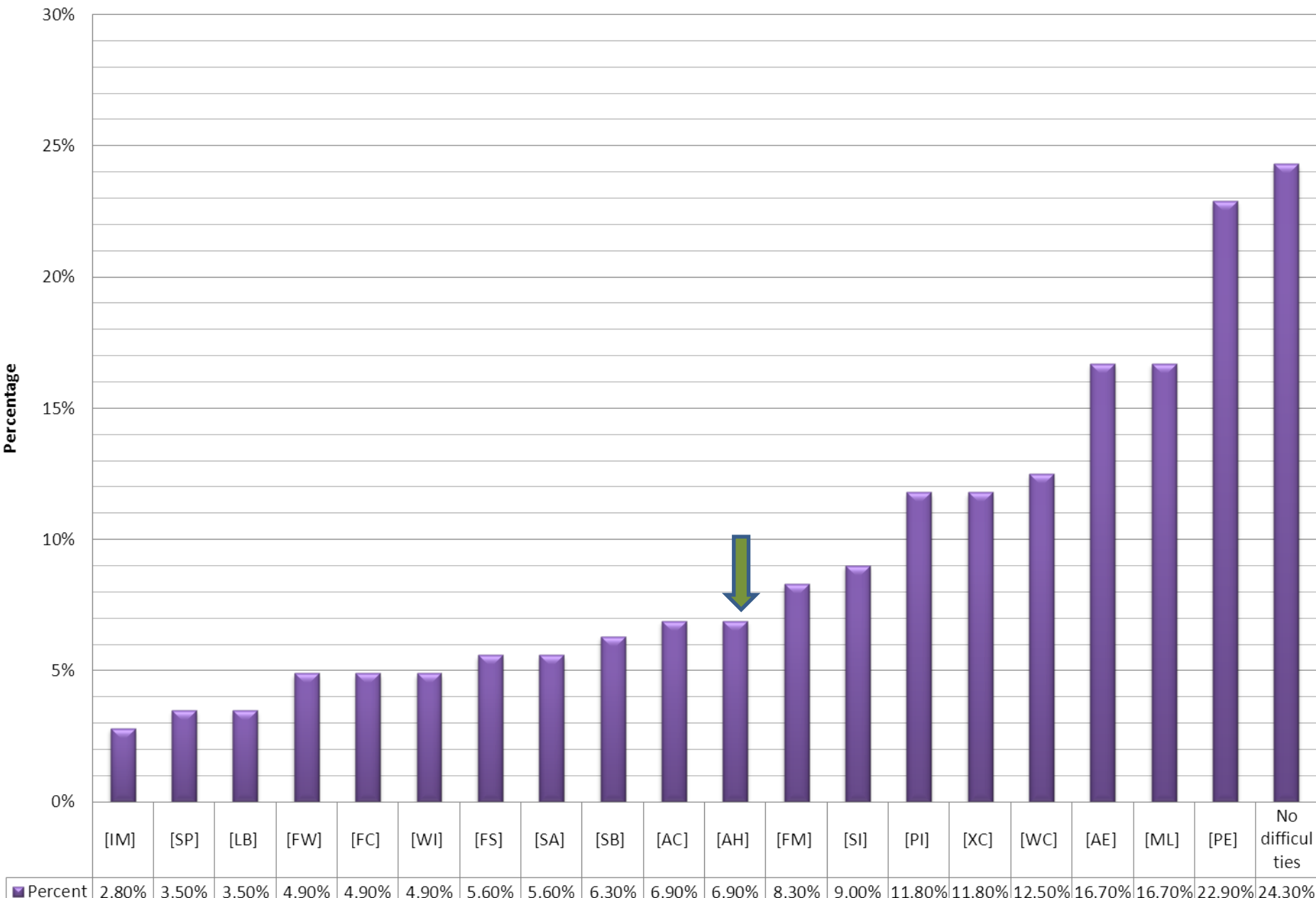
12c. What activities enabled you to know and understand the narrative that is American History?



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Choice	Count	Percent of Sample Asked	Percent of Total Sample
Classes in general	101	70.1%	70.1%
SUNY Potsdam experience as a whole	27	18.8%	18.8%
Other (please explain in the space below)	4	2.8%	2.8%
Tested out/not sure	23	16.0%	16.0%

23a. If you personally experienced difficulty in completing any Gen Ed requirements, which designator(s) posed difficulty?



SUNY Potsdam SLOs for AH

The Student will:

- 1. demonstrate knowledge and understanding of at least one significant issue of race, class and gender in American society;**
- 2. demonstrate knowledge and understanding of common institutions in American society and their effects upon various groups within that society;**
- 3. demonstrate knowledge and understanding of some aspect of America's evolving relationship with the rest of the world;**
- 4. demonstrate knowledge and understanding of a sense of history by suggesting continuities and discontinuities in the development of the topic under study;**
- 5. demonstrate ability in the use of primary sources;**

In late April or early May you will be asked to provide assessment data for each of these 7 outcomes as follows:

1.. Students will **demonstrate knowledge and understanding of at least one significant issue of unity and diversity in American society.**

- Number of Students Exceeding _____
- Number of Students Meeting _____
- **Numbers of Students Approaching _____**
- Number of Students Not Meeting _____
- Outcome Not Assessed _____
- Outcome Not Taught _____

Note: The sum of these should equal the number of students in your AH course(s).

Clarification Note for: **Numbers of Students Approaching _____**

- “Approaching” is arguably subjective but should be viewed as some level of activity but definitely not developed enough to be considered a true demonstration of skill, ability, understanding, or knowledge. In other words an “F” for this particular outcome even though the student may be “meeting” or “exceeding” expectations for other outcomes.

FAQs

- Q. Do I include students who have dropped my course?
- A. Do not include students who formally have withdrawn from your course but do include data for those who just simply decided not to attend.
- Q. Is this an evaluation of Faculty?
- A. No. These assessment data are aggregated and reported to the Gen Ed Assessment Committee for the purpose of improving the Gen Ed program and informing planning, decision-making and resource allocation. This assessment of the program is also required by SUNY System Admin and an expectation of MSCHE.

11. Assessment tool(s) used to assess the SUNY Learning Outcome(s): (May include one or more of the following. Check all that apply.)

- Exam(s)
- Quiz(zes)
- Standardized/Departmental Tests
- Homework
- Project(s)
- Oral Presentation(s)
- Writing Sample(s)
- Portfolio
- Interview(s)
- Live Performance(s)
- Rubrics
- Other (specify) _____

12. What assignments and/or assessment activities did you feel were most effective in generating assessment data to measure the percentage of students who were 'exceeding', 'meeting', 'approaching' or 'not meeting' the AH student learning outcomes?

Closing the Loop

13. Based on these assessment data, what adjustments will you make, if any, in order to improve student achievement of the learning outcomes for this designator the next time you teach the course?

Discussion of Best Practices in Assessing Student Learning Outcomes

- 1. demonstrate knowledge and understanding of at least one significant issue of race, class and gender in American society;**
- 2. demonstrate knowledge and understanding of common institutions in American society and their effects upon various groups within that society;**
- 3. demonstrate knowledge and understanding of some aspect of America's evolving relationship with the rest of the world;**

Discussion of Best Practices in Assessing Student Learning Outcomes

4. demonstrate knowledge and understanding of a sense of history by suggesting continuities and discontinuities in the development of the topic under study;

5. demonstrate ability in the use of primary sources;

Note: A good deal of the discussion regarding best practices focused on assessability of these outcomes as they are currently worded – this will be pursued further within department meetings and shared with Gen Ed committee for further improvements. Specific Q's used – next slide...

Discussion of Best Practices in Assessing Student Learning Outcomes

Exam/test questions for Capturing AH knowledge and understandings.

- Narrate and analyze the development of American culture, with particular attention to the diversity of its peoples and to the beliefs, values, and institutions that unite them. (XP1)
- Identify and narrate key ideas, values, beliefs, and institutions, tracing their continuities and discontinuities in time and connections and disconnections in space. (X Part 3)
- Identify, analyze, and narrate major social, political, economic, cultural, and religious developments in the American past, with particular attention to the roles and contributions of individuals and groups. (XP2)
- Analyze and assess primary sources, and critically evaluate competing interpretations of significant events in American history. (PS)
- Describe the physical features of the North American continent, account for patterns of human migration and settlement, explain the various uses to which they put various places, and analyze the interaction between geography and technology. (Maps)

Questions?

