



Potsdam
THE STATE UNIVERSITY OF NEW YORK

**Assessment of Student Learning
Outcomes Workshop for General
Education FC Designator
February 11th, 2011
LTEC**

Agenda

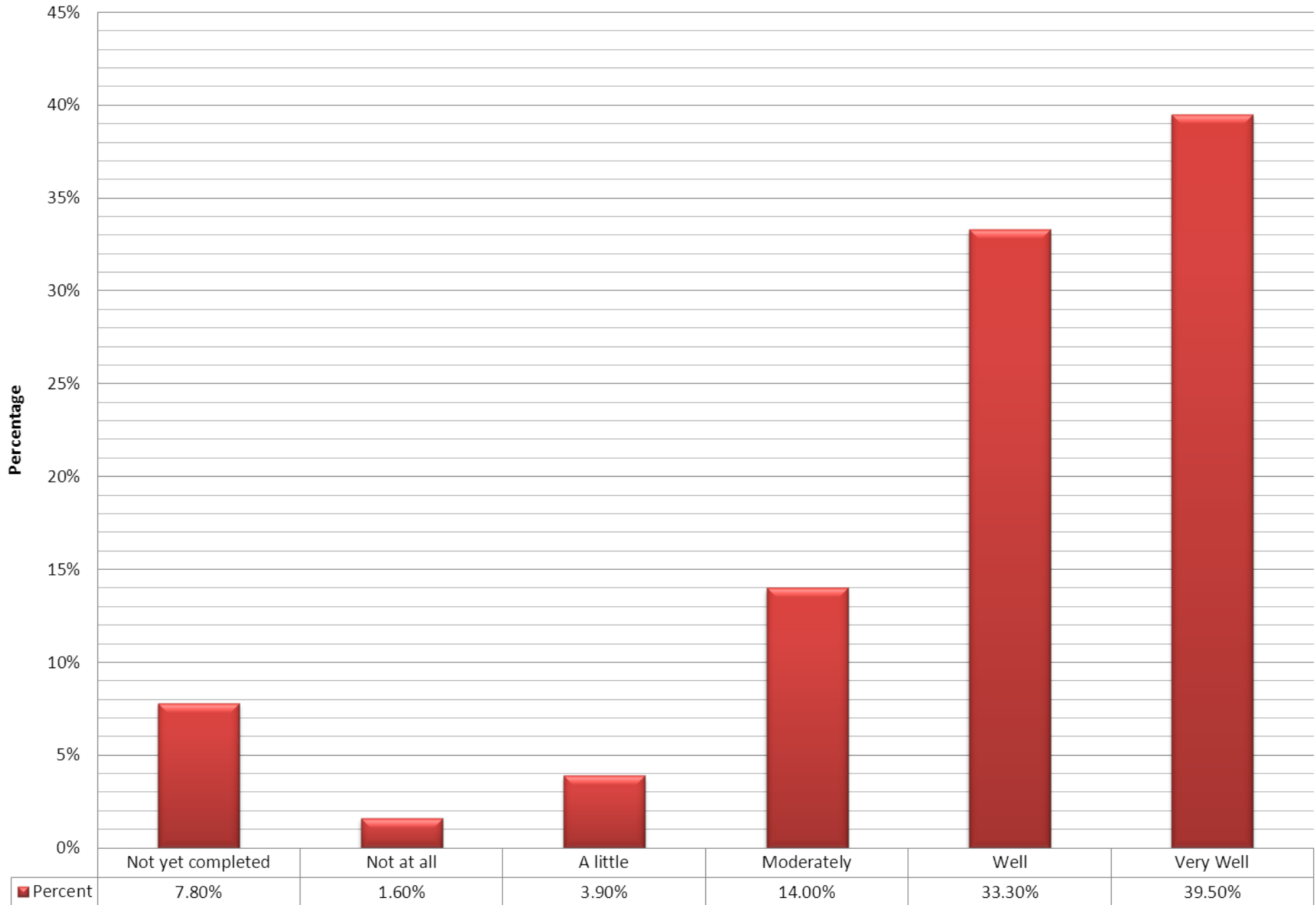
- Review of recent program assessment data.
- SUNY Potsdam Student Learning Outcomes for First Year Speaking (FC).
- Spring 2011 gathering of Assessment Data from courses with FC designator.
- Discussion of best practices for assessing FC Student Learning Outcomes.

[FC] Critical Thinking (1 course, minimum of 3 credit hours)

Gen Ed Senior Survey Fall 2010 (n=144)

- **Objective:** The FC course teaches an introduction to the standards of good reasoning and aims to strengthen basic reasoning skills such as the identification of the 'main question', problem, or claim in discourse, and thinking through the main question in a critical, creative manner according to the standards of good reasoning, that is, the rules of argument.

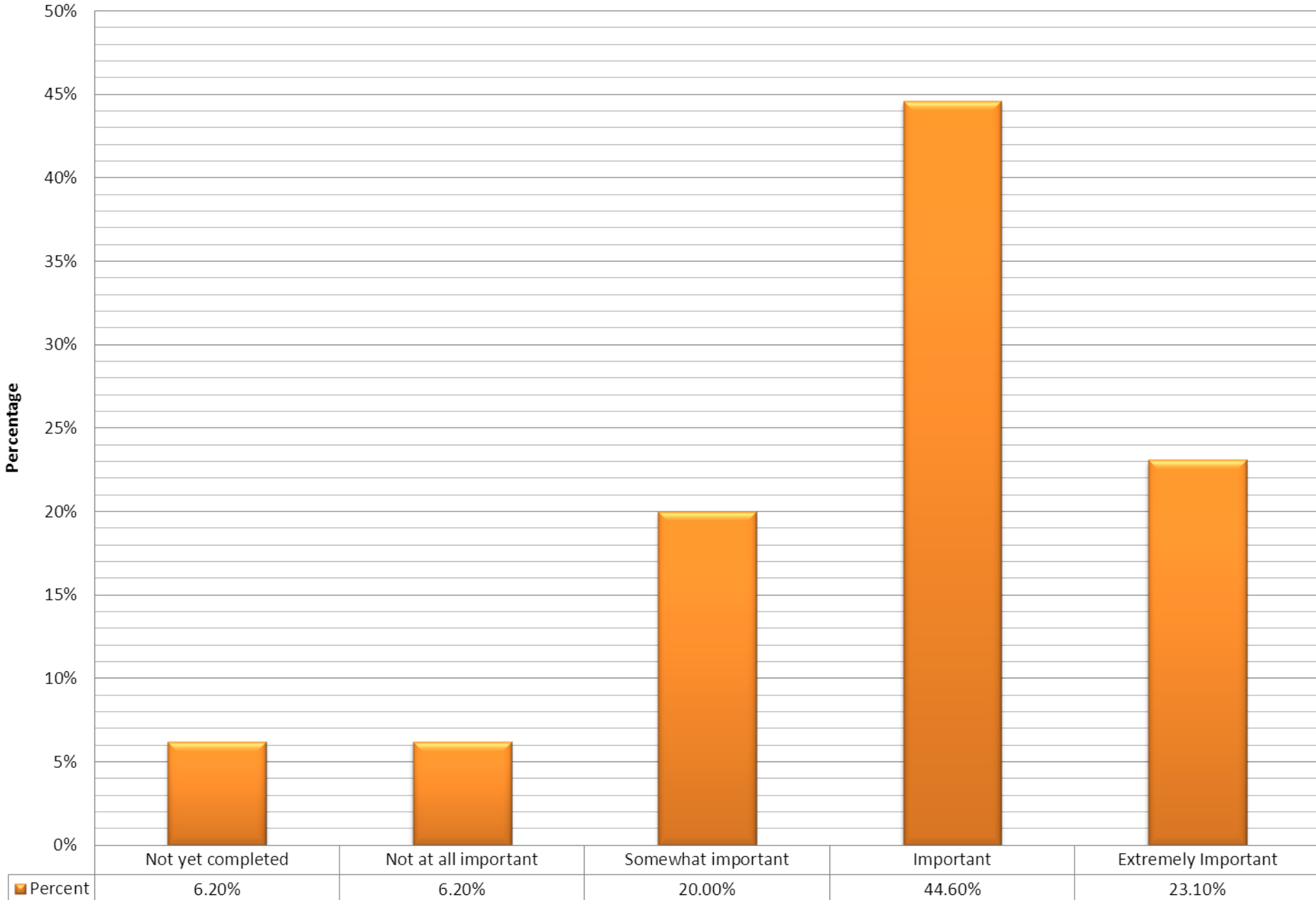
6a. To what extent have you achieved the learning objectives for *FC* specified above?



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Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Not yet completed	10	7.8%	6.9%	6.9%
Not at all	2	1.6%	1.4%	1.4%
A little	5	3.9%	3.5%	3.5%
Moderately	18	14.0%	12.5%	12.5%
Well	43	33.3%	29.9%	29.9%
Very Well	51	39.5%	35.4%	35.4%

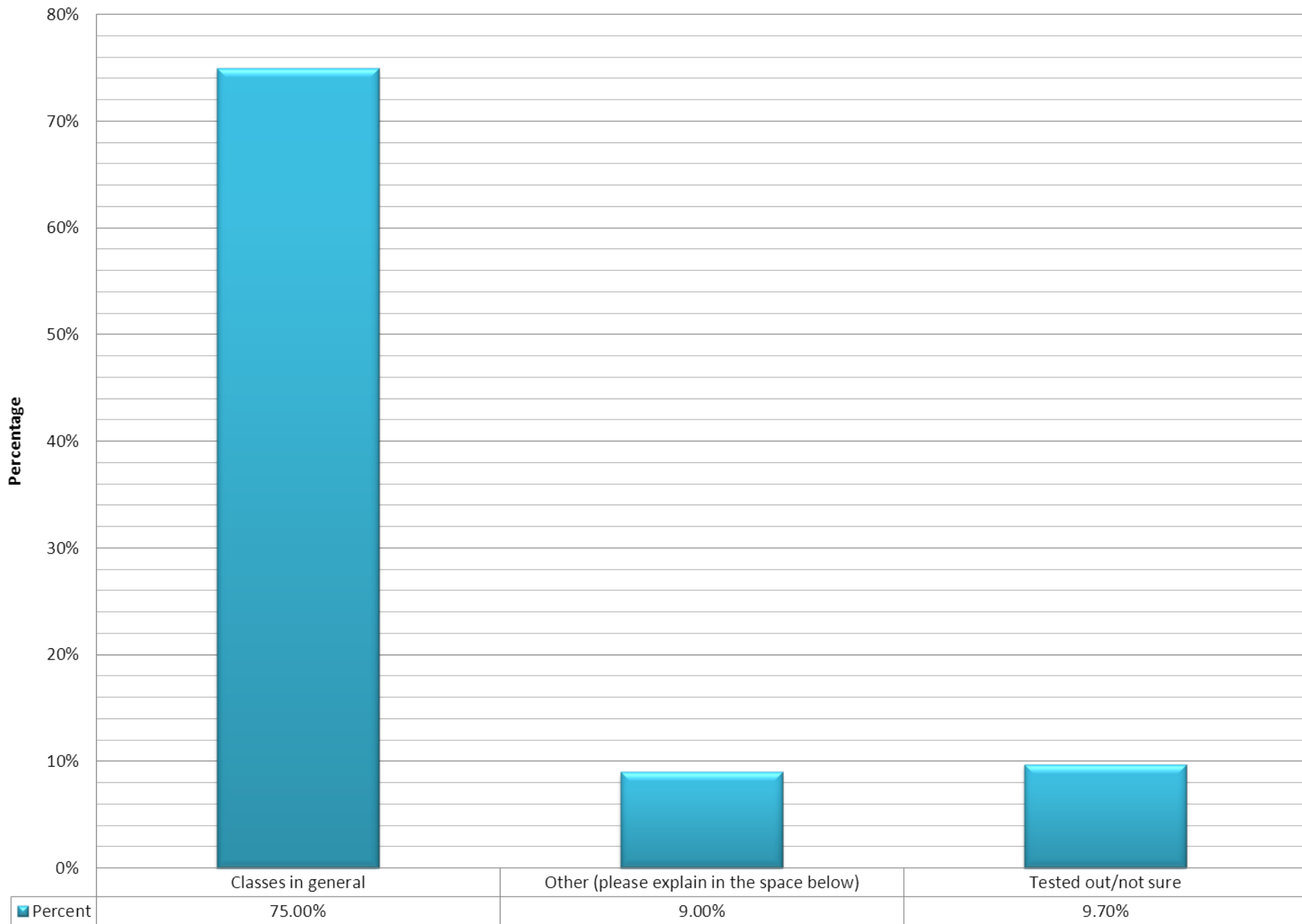
6b. How important were these objectives to your education here at SUNY Potsdam?



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Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Not yet completed	8	6.2%	5.6%	5.6%
Not at all important	8	6.2%	5.6%	5.6%
Somewhat important	26	20.0%	18.1%	18.1%
Important	58	44.6%	40.3%	40.3%
Extremely Important	30	23.1%	20.8%	20.8%

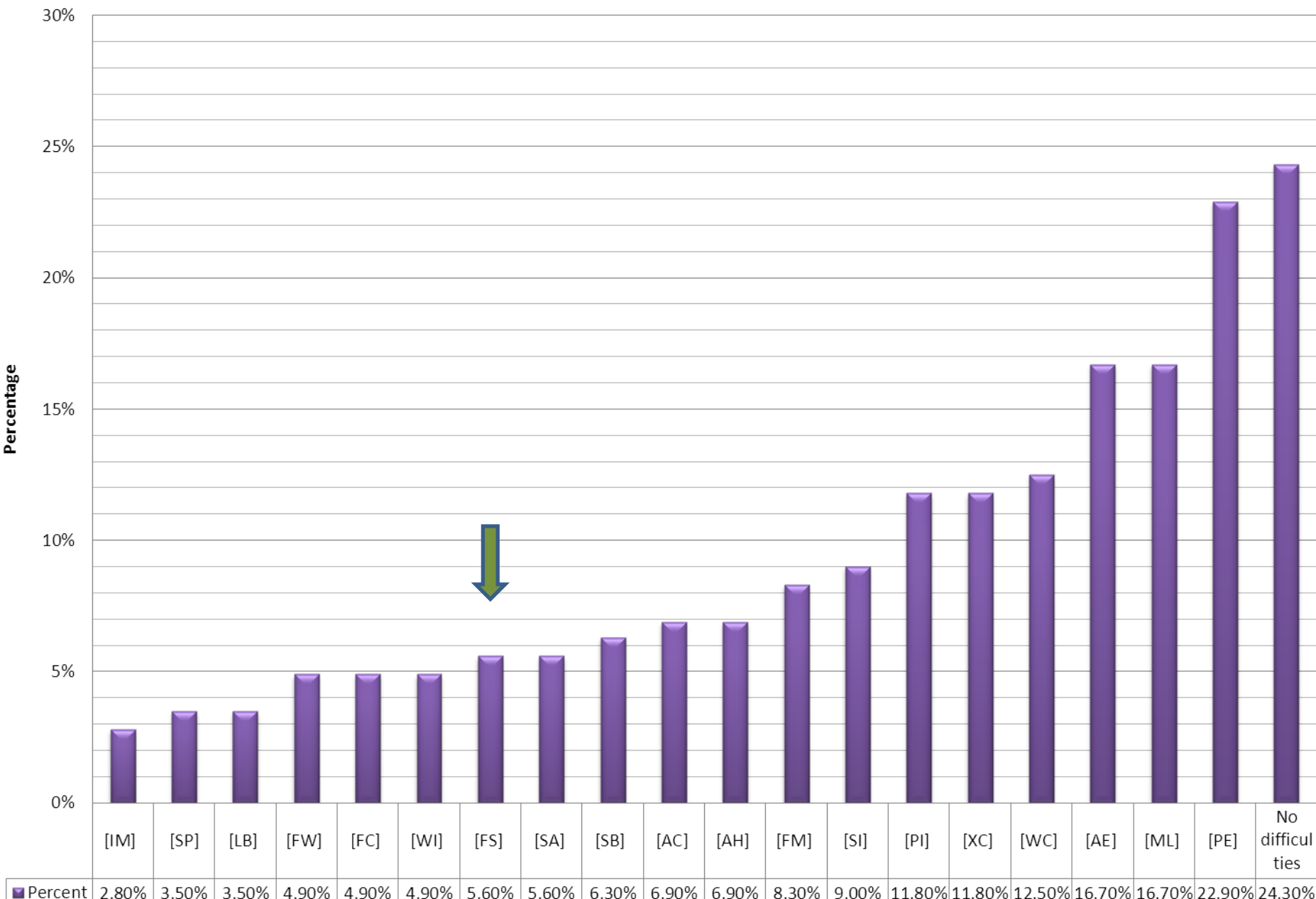
6c. What activities enabled you to model critical thinking processes?



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Choice	Count	Percent of Sample Asked	Percent of Total Sample
Classes in general	108	75.0%	75.0%
Other (please explain in the space below)	13	9.0%	9.0%
Tested out/not sure	14	9.7%	9.7%

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



SUNY Potsdam SLOs for FC

The Student will demonstrate the ability to:

1. identify the main question, problem, or claim in discourse, and think through it in a critical, creative manner according to the standards of good reasoning, that is, the rules of argument;
2. model critical thinking processes, or patterns, in the humanities, natural sciences, or social sciences; and
3. self-consciously apply the standards of critical thinking.

But wait.....

Infused into FS, FW and FC are the following ***Information Literacy*** Student Learning Outcomes.

The Student will:

1. Demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary.
2. Identify and access appropriate information resources, such as library catalog (FS); library subscription data bases (FW); and the free web (FC).
3. Demonstrate knowledge of search strategies suitable for a variety of search tools as listed in outcome #2.
4. Evaluate search results, select and acquire the most appropriate information source(s).
5. Read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered.

Information Literacy Assessment Pilot

1. This will be the first year that we have gathered assessment data for the Information Literacy designator.

2. For specific Teaching Goals and Outcome Behaviors go to:

http://www.potsdam.edu/academics/general_education/gef/index.cfm

and follow the appropriate link.

3. We value your input and feedback as we pilot this assessment. Please keep track of your successes and your challenges.

In late April or early May you will be asked to provide assessment data for each of these 3 + 5 outcomes as follows:

1. **The Student will demonstrate the ability to identify the main question, problem, or claim in discourse, and think through it in a critical, creative manner according to the standards of good reasoning, that is, the rules of argument.**
 - 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 FC 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) _____

12a. Have you included explicit instruction beyond the on-line tutorials in Information Literacy skills? Yes _____ No _____

12b. Did you teach it yourself?
Yes _____ No _____

12c. Did your class have a library session?
Yes _____ No _____

13. 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 FC and IL student learning outcomes?

Closing the Loop

14. 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

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Questions?

