

General Education  
Student Learning Outcomes  
Assessment Summary  
Spring 2014

Compiled by Office of Institutional Effectiveness

# Interpretive notes

- The assessment of student learning outcomes associated with General Education designators is conducted annually by the Office of Institutional Effectiveness (OIE) as part of the SUNY Potsdam ***Institutional Effectiveness Assessment Plan***.
- Assessment data are collected electronically from faculty teaching courses with General Education designators on a three year cycle.
- Data are aggregated and reported anonymously to the Gen Ed committee annually and then made public through the OIE Website.
- Data are also analyzed by Gen Ed Subcommittees responsible for each designator for the purpose of planning and recommending action for the improvement of student achievement.

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

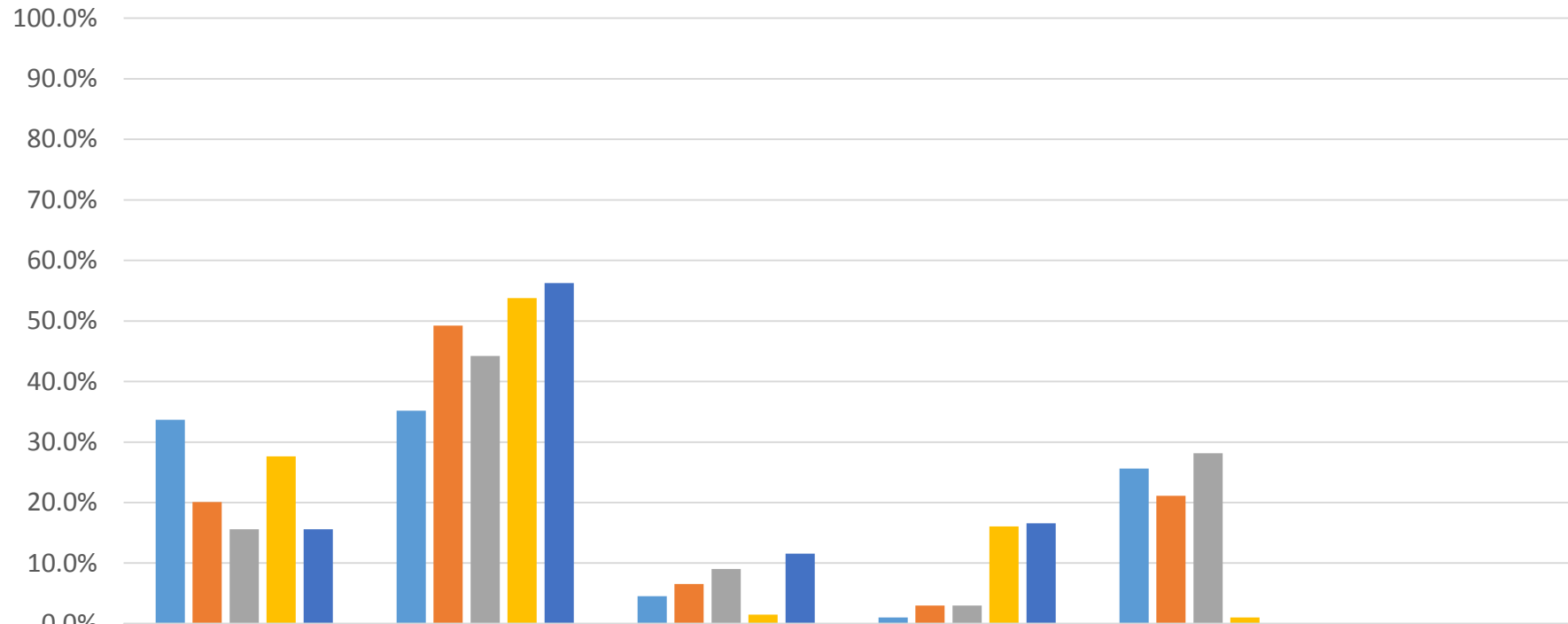
**1. The Student will demonstrate knowledge and understanding of at least one significant issue of unity and diversity in American Society.**

- 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 FM course(s).

# American History (AH) Spring 2014

n = 199/280 (71.1%)



	Exceed Standards	Meeting Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Demonstrate knowledge and understanding of at least one significant issue of unity and diversity in American society	33.7%	35.2%	4.5%	1.0%	25.6%	0%
■ Demonstrate knowledge and understanding of common institutions in American society and their effects upon various groups within that society	20.1%	49.2%	6.5%	3.0%	21.1%	0%
■ Demonstrate knowledge and understanding of some aspect of America's evolving relationship with the rest of the world	15.6%	44.2%	9.0%	3.0%	28.1%	0%
■ Demonstrate knowledge and understanding of a sense of history by suggesting continuities and discontinuities in the development of the topic under study	27.6%	53.8%	1.5%	16.1%	1.0%	0%
■ Demonstrate ability to the use of primary sources	15.6%	56.3%	11.6%	16.6%	0.0%	0%

# Please indicate the assessment tools/activities used to assess these Student Learning Outcomes.

## ***Demonstrate knowledge and understanding of at least one significant issue of unity and diversity in American society***

- Case brief: Korematsu v United States
- paper #1
- Papers

## ***Demonstrate knowledge and understanding of common institutions in American society and their effects upon various groups within that society***

- Final Paper, with focus on Part 3: How a different outcome in a Supreme Court case of students' choosing would have impacted U.S. residents, history, institutions.
- Three exams
- Papers

## ***Demonstrate knowledge and understanding of some aspect of America's evolving relationship with the rest of the world***

- Case Briefs on Hamdan v Rumsfeld and US v Curtiss-Wright
- exam
- Papers

## ***Demonstrate knowledge and understanding of a sense of history by suggesting continuities and discontinuities in the development of the topic under study***

- Final Paper, with focus on Part 2: How the (hypothetical dissent in the) case of the student's choosing fits in to the line of cases within that issue area
- paper #2
- Essay Exams

## ***Demonstrate ability to the use of primary sources***

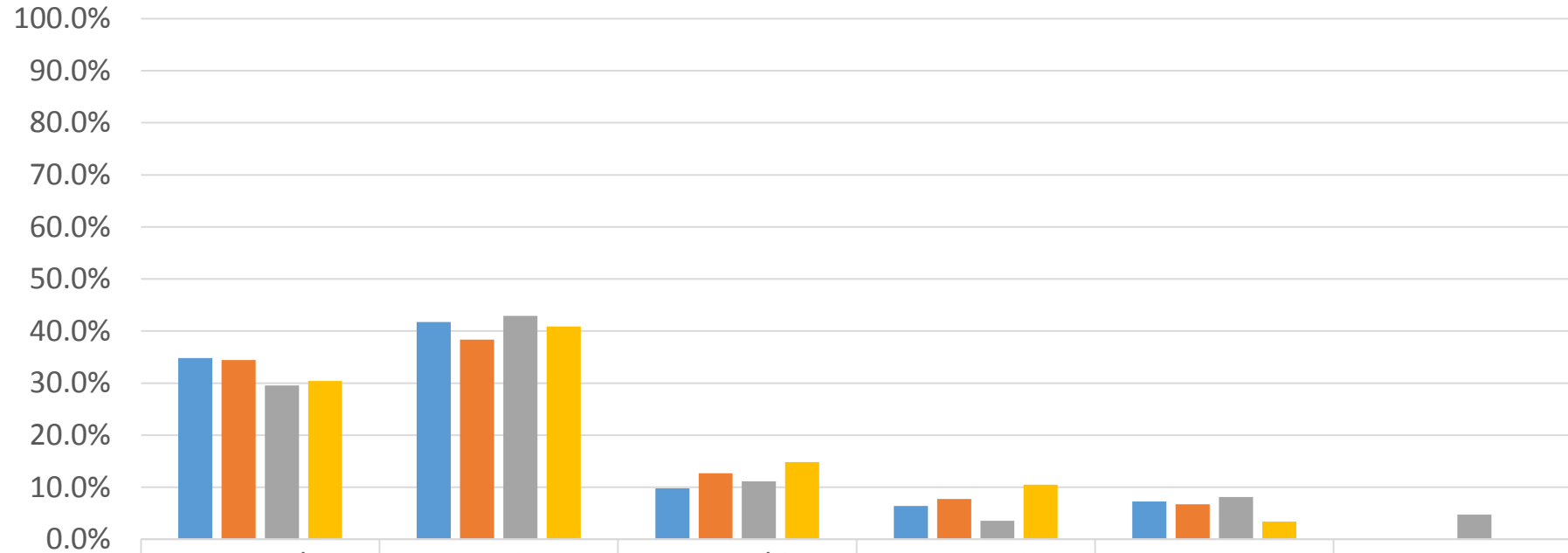
- Case briefs (throughout semester)
- paper #3
- Papers on Primary Sources

Considering the assessment data from your AH course(s), what adjustments will you make in order to improve student achievement of these student learning outcomes??

- I was fairly happy with the performance of this group of (quite strong) students. Other than one student, who essentially dropped out in the middle of the course, all students made substantial, if uneven, progress toward the learning outcomes.
- The success of large numbers of students reflect that fact that both papers and exams allowed more than one chance to succeed. The students not meeting outcomes when the tool was a paper always failed to turn in two drafts. These numbers would be even higher if I had included three students who did half the semester's work and then no more. All three continued coming to class.
- No changes until new SLOs for HI are determined and published.

# Other World Civilizations (XC) Spring 2014

n = 592/765 (77.4%)



	Exceed Standards	Meeting Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, technological	34.8%	41.7%	9.8%	6.4%	7.3%	0.0%
■ Demonstrate ability to compare and contrast the examined group(s) with other cultures	34.5%	38.3%	12.7%	7.8%	6.8%	0.0%
■ Demonstrate ability to reconstruct the interaction of the examined group(s) with other cultures	29.6%	42.9%	11.1%	3.5%	8.1%	4.7%
■ Recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism	30.4%	40.9%	14.9%	10.5%	3.4%	0.0%

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

*Explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, technological*

- Take-home reading and worksheet on Pagan, Christian, and Islamic science.
- Verbal presentations and discussions, individual paper presentations and submissions and group project presentations and submissions
- Three 5-page papers and two final exam essays.
- Course paper 1 that required comparison of different aspects of a country other than the USA
- Lab 8, exam questions
- Essay questions on final exam (1 question dealt with the role of colonies in global trade; 1 question asked students to discuss the cold war in global terms -- both questions asked students to explain interconnections in terms of political, historical, ideological, economic, and technological)
- Variety of short answer, multiple choice and matching questions
- -- (2) Group Work and Presentation on the connections of novels read w history, politics, economics of Chile and Colombia/ One Hundred Years of Solitude(Garcia Marquez), and Daughter of Fortune ( Isabel Allende)
- This outcome was the focus of an assignment and was evaluated using established and pre-discussed assessment criteria.
- readings, guest lectures, videos, lecture material; exams
- exam
- Debate done in class and submitted assignment on the debate.
- exam



# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

*Demonstrate ability to compare and contrast the examined group(s) with other cultures*

- Quiz question asking students to compare and contrast the ideas of selected Upanishads and the Te Tao Ching.
- Discussion of readings and presentations by guest lecturers
- Three 5 page papers and two final exam essays.
- Discussion and small group activity that requires comparison of cultural values in several non-western societies
- labs 3,4,6,7; various exam questions
- Essay questions on midterm exam (1 question asked students to compare China, Portugal, and Spain in the 15th-16th centuries; 1 question asked students to compare Brazil and Haiti in the 16th-19th centuries)
- Variety of short answer, multiple choice and matching questions
- Students prepared a Border-Crossing & Family Tree project where they compared their own family story with those of Hispanic heritage studied in class ( Cesar Chavez, Sonia Sotomoyor, Richard Rodriguez, Rita Moreno)
- This outcome was the focus of a film response assignment and was evaluated using established and pre-discussed criteria
- readings, lecture material, guest lectures; exams
- exam
- One exam question
- exam

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

*Demonstrate ability to reconstruct the interaction of the examined group(s) with other cultures*

- Quiz question on Neo-Colonialism based on the writings of Kwame Nkrumah.
- Written work and analysis of major theoretical perspectives in the course
- Three 5 page papers and two final exam essays.
- In the sub-field of comparative politics, we focus on comparing countries; interactions are relegated to courses in international relations.
- Lab 11, 13; various exam questions
- in-class debate about shipbreakers and shipbreaking in a contemporary global context.
- Variety of short answer, multiple choice and matching questions
- Students gave oral presentations comparing and contrasting the origin of emigrant American experiences, from Potato Famine to annexation of Puerto Rico, to Dominican Republic's Trujillo's dictatorship.
- This outcome was the focus of an assignment and was evaluated using established and pre-discussed criteria
- Guest lecturer which was required who discussed HIV/AIDS among women in Kenya; exams
- exam
- Debate done in class and submitted assignment on the debate.
- exam

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

*Recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism*

- Quiz question on Nationalism v. Communism based on a French Revolution lecture and the Communist Manifesto.
- Class discussions based on readings, individual papers and presentations
- Three essay quizzes, three 5-page papers, and two final exam essays.
- Discussion and small group activity relating to political violence and nationalism/globalism dynamics
- Lab 1, 2, 10, 11, 12 various exam questions
- in-class debate about the pros/cons of foreign trade as perceived by various factions and individuals in 15th-century China.
- Variety of short answer, multiple choice and matching questions
- Students wrote a weekly 'Readings Response Journal' on My Beloved World, the autobiography of Supreme Court Judge Sonia Sotomayor, where she clearly analyzes all those problems as they reflect on her life and problems.
- This outcome was the focus of a test and was evaluated using established criteria for short answer and MC grading
- readings, lecture material, exams
- exam
- one exam question and one short written assignment
- exam

# Considering the assessment data from your XC course(s), what adjustments will you make in order to improve student achievement of these student learning outcomes??

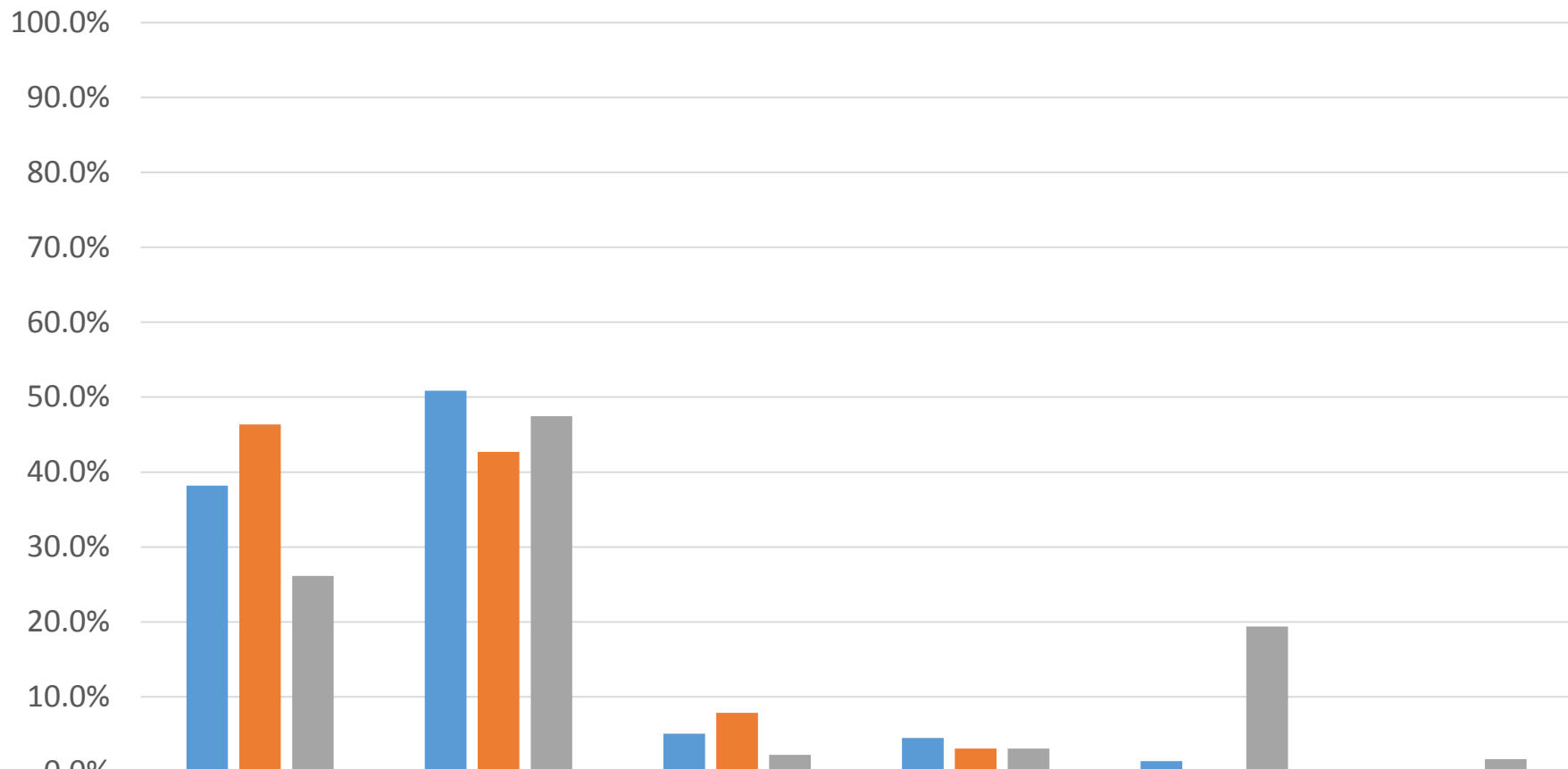
- In the future, I will stress the importance of cosmological paradigms and the international scope of Marxism/Communism.
- This course has been revised and honed over several years. Based on student, guest lecturers, papers and projects which have been exhibited at the Res and Lrng Fair and used by other departments, I feel this course needs to maintain its current standards, but not be revised
  - Keep current textbooks (introduced this semester).
  - Provide more writing and tutoring support for first paper (measure of outcome #1), as some students had difficulty articulating the interconnections.
  - This data covers only those who completed the course; a number of students dropped out, most for personal reasons. Those completing the course did better when they met with the instructor and the teaching assistants. I will build in required tutorials in hopes of strengthening this component of the course.
  - Actually, the data above seem pretty good. For the debates, the larger number of "approaching" seems due as much, per my records, to a particular section of students many of whom tended to come to class unprepared and unready to participate -- however, even those students had learned to rectify that tendency by the end of the semester.
  - In the future, I plan to diversify my assessment tools. I feel my course relied too heavily on specific types of questions. In the future I intend to integrate more audio/visual, writing and group work activities.
  - I have not said this before in other reports, so please trust me, this class was the best I have ever taught, almost all students were excellent, and involved in the class in a terrific way that enriched their experience. I hope I can repeat this class. There was one single student that clearly didn't want to be in class, and three that were less inclined to show work.

# Considering the assessment data from your XC course(s), what adjustments will you make in order to improve student achievement of these student learning outcomes??

- For outcome 1-3 things are as I would expect. Outcome four is hard as this outcome is assessed using the entirety of a test, I feel the numbers would be improved if I designed a specific question to evaluate this outcome. It is difficult to parse out evaluation of this XC for a class that is an anth examination of world cultures. Every question and grade component in the class evaluates some component of these outcomes.
- students who fail or do poorly are those who do not take the exam(s); do not attend class, attend review sessions or tutor sessions, or text during class. That is student responsibility, not faculty.
- This would require much longer-trend data to make decisions. There is significant fluctuation in the data between sections of the same course, while instruction remains the same. For example, on Outcome 4, the first section had 74% of the students meeting the standard, while the second section, which met immediately after the first, had 50% of the students meeting the standard.
- At this point I am pleased with the degree of achievement that students have accomplished towards the outcomes. Those who did not meet the outcomes did not submit the assignments and were therefore not assessed. I may alter a few of the short assignments and exam questions to make the connection to XC outcomes clearer.
- This would require much longer-trend data to make decisions. There is significant fluctuation in the data between sections of the same course, while instruction remains the same. For example, on Outcome 4, the first section had 56% of the students meeting the standard, while the second section, which met immediately after the first, had 100% of the students meeting the standard.

# Speaking Intensive (SI) Spring 2014

n=356/671 (53.1%)



■ Demonstrate the ability to research a topic, develop an argument and organize supporting details	38.2%	50.8%	5.1%	4.5%	1.4%	0.0%
■ Demonstrate proficiency in oral discourse	46.3%	42.7%	7.9%	3.1%	0.0%	0.0%
■ Demonstrate ability to evaluate an oral presentation according to established criteria	26.1%	47.5%	2.2%	3.1%	19.4%	1.7%

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

*Demonstrate the ability to research a topic, develop an argument and organize supporting details*

- 2 in-class debates and 1 in-class presentation for each student
- weekly presentations and meetings
- A twenty minute Chemistry seminar; a faculty evaluation sheet of student presentation performance; a minimum of 15 page paper on the subject.
- The advanced directing students use research to create three Formal Oral Presentations over the course of the semester. The research must include background on the playwright, prior production history, analysis and critical reviews. These require them to use a variety of research tools that include the free web and library-based research tools. The research includes written, oral and visual resources.
- Three Presentations: Health Priorities, Health Advocacy, and Group
- Each student has a self-selected topic which they define and submit in stages with a final verbal presentation and written statement
- literature review paper
- class presentations, discussion
- This SLO was assessed by the major research paper that students were assigned to complete. They were to write an APA-Style research proposal, with the following sections: Introduction, Method, and Expected Results / Discussion.
- This SLO was assessed by the research proposal that students were assigned to complete.
- Write annotated bibliography of current primary papers. Then gave talk to class summarizing their topic.
- Research paper and presentation

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

*Demonstrate the ability to research a topic, develop an argument and organize supporting details (cont)*

- Every week, the student was asked to read some proofs in the textbook, fill in all the details, and write up precise mathematical proofs for them.
- Students present their research projects throughout the semester and each component of their required Practicum throughout the semester.
- 35 minute presentation on a type of cancer to a peer group. Peer reviews of the presentation provided to the presenter. Literature review also submitted indicating source information.
- Presentation, quiz, exams, essays
- Prepare interview questions for debates and research topics to discuss the news in the target language, research for a presentation in which they have to present the pros and cons of a controversial topic.
- multiple drafts of semester long research project professor and peer reviewed
- students research a given topic and present it to the class
- Research Paper on Theory, involving development and submission of thesis, annotated bibliography, and final paper.
- Students had weekly assignments to hand in, then each student had to present the details (to the class) for portions of 3 of those assignments.
- These data are based on three assignments that required the students to research a topic and present their findings.
- 2 evaluation points1. Presentations of literature search through powerpoint presentation of annotated bibliographies2. Powerpoint presentation of essay outline identifying hypothesis, connection to theoretical perspective, and supporting academic literature
- Presentation of the proof of a theorem.



# Please indicate the assessment tools/activities used to assess this Student Learning Outcome. *Demonstrate proficiency in oral discourse*

- Three Formal Oral Presentations over the course of the semester. A rubric of assessment areas is used and guidelines consistent with the assessment areas are given to the students 2-4 weeks prior to the presentation. There are also at least 4 observations made of the directing students that look at their communication skills and methods with actors. They are given oral feedback of these observations.
- Three Presentations: Health Priorities, Health Advocacy, and Group
- Students had 5 criteria to meet regarding their verbal presentations; all have exceeded expectations
- class presentations and research article discussions
- oral presentations, class discussion
- This SLO was assessed by students in-class discussion of the assigned scholarly journal articles. Each student also took a turn leading one day's class discussion (each class lasted for 2.5 hours). The SI portion of the class is graded separately from the attendance portion.
- This SLO was assessed via students' in-class discussion. Each student was expected to participate in each day's discussion. Further, each student was also responsible for leading the class discussion on one day (2.5 hour class session). Each day's discussion focused on 4 articles from the 2013 volume of the *Journal of Personality and Social Psychology*, which is the leading journal in the field.
- Gave a short and long talk in front of class and lead a 30 minute discussion.
- Final presentation
- Every week, the student presented in front of a couple math faculty and a couple of senior students.

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome. *Demonstrate proficiency in oral discourse*

- Verbal presentations of group research projects and presentations of a practicum topic of their choice.
- 35 minute presentation by each student, and participation points given for students who actively engaged in the presentation and asked questions.
- Presentations
  - Mid term oral exam. Final oral interview with the prof. Professor's feed back in class and outside of class through Facebook (progress chart) peer to peer feedback in and outside class. The group is on Facebook.
  - class discussion of student projects, reference sharing, and career formation
  - students present topics to me and the class and are assessed by me with a rubric outlining established criteria
  - Oral Presentation of their analysis of a theory paper and theorist, assessed using a pre-circulated rubric.
  - Students were given a list of 49 mathematics problems representing ideas learned in all of the core mathematics courses. Throughout the semester, each student was assigned 6 different problems they were required to present to the class with careful justification which could include calculation or proof.
  - These data are based on four presentations the students were required to give to the class.
  - Students were assessed as to their ability to maintain and lead discussion following presentation of other participants presentations (level of inquiry encouraged by their questions and comments)
  - Presentation of the proof of a theorem

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

## *Demonstrate ability to evaluate an oral presentation according to established criteria*

- Immediate feedback is given to the presenter by the members of the course based on the rubric and guidelines. Also, each student has a peer respondent who observes the student director in the rehearsal process and gives feedback to them about their communication skills and methods.
- They also submit a written statement of their verbal presentation. Not having to receive prompts to cover the criteria increases their proficiency/
  - presentation, class discussion
- This SLO was assessed via a presenter evaluation form that was distributed in class for each discussion leader. This activity took place for 10 classes, and so the numbers reflected above are mean numbers, calculated for these 10 class sessions. Not everyone attended each session, and so the means do not add up to 10.
- This SLO was assessed via a daily presenter evaluation form (anonymous). There were a total of 10 class days where this activity took place. Not all students attended every class.
- Students had to write up a critique for each of the other students powerpoint talks. The thoroughness of this was graded.
- Peer evaluations of final presentations
- Peer review using a rubric provided to the students in advance. Qualitative assessments were given to the speaker.
- Essay, oral evaluation
- Oral presentations. Interviews. Debates. Listening comprehension.
- evaluated selected TED talks using established rubric
- students assess oral presentations via established criteria
- Students required to complete peer review of classmates oral presentations using a pre-circulated rubric as well as asking end of presentation questions
- I required the students to evaluate the presentations given by their classmates but didn't grade them on their evaluations.
- Students completed an evaluation check list following each student's presentation. This does not work all that well, as students want to be nice to each other!
- Presentation of the proof of a theorem.

# Considering the assessment data from your SI course(s), what adjustments will you make in order to improve student achievement of these student learning outcomes??

None are planned. I think I'm all set after several years of tweaks.

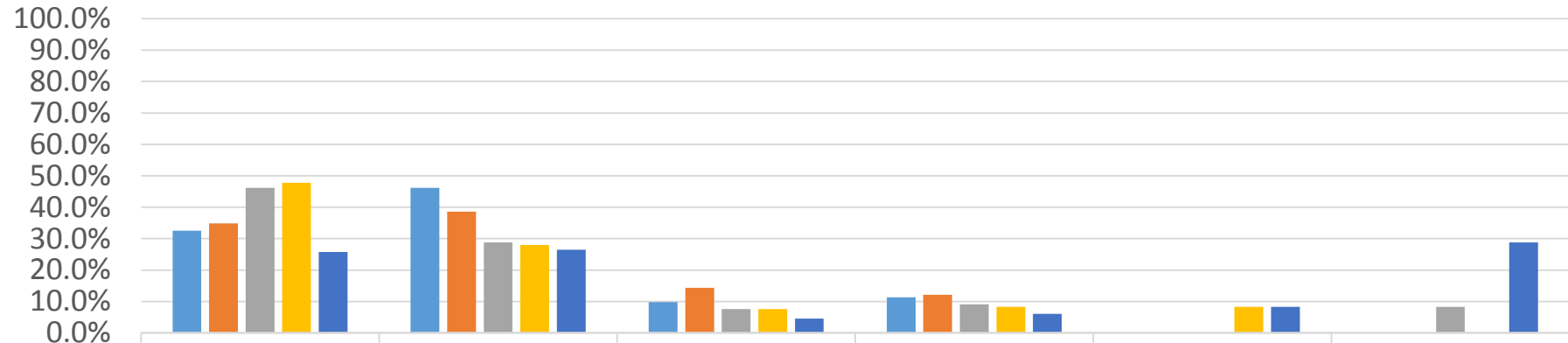
- Give more instruction and practice on giving feedback to each other and engage them earlier in the semester.
- Provide more opportunities to practice public speaking skills; Create a separate assignment to address SI Outcome #3
- This assessment data has been refined over more than a decade. It is a model than can be used an adapted by anyone teaching the course.
- No changes needed.
- The problem that I had this semester was uneven class attendance, as well as inconsistent assignment completion. Everyone was present for his or her day, however attendance otherwise was spotty for some, yet excellent for others. Other than penalizing them for missing class (which I already do), I'm not sure how else to get them to come. Several students were sick on and off throughout the semester, while others had significant difficulty with their lives outside of class, which led them to not submit some of their written assignments. This seems to be an anomaly for this semester, given that their attendance and work output in this class is usually pretty good.
- I faced two problems this semester. Due to a variety of reasons, some of which were outside of their control, several students did not attend class as often as they should have, and they did not turn in their written assignments. I tried everything that I could think of to change this pattern - offering them help, extensions when appropriate, and encouragement. As a result, their final grades were affected by this.
- I will do more to push them to compare and contrast the different papers that they have read.
- I will spend more time discussing the oral presentation criteria before the final presentations.
- This component of ANTH 480 has been honed. I would make no changes.
- Only one student did not make a presentation as required, thus not meeting expectations. All other students were doing well, but some of the peer reviews were "check-off's" of the rubric rather than provided words. Would make sure to ask students to spend more time on the reviews.

# Considering the assessment data from your SI course(s), what adjustments will you make in order to improve student achievement of these student learning outcomes?(cont)

- More one on one conferencing
- More student coaches. Skyping is a good idea for interviews but takes time. Integrating the native speakers from Clarkson (French students) is a must. The students just loved and learned a lot from them. I need a TA for this class. Not sure about fb. Did a survey about it. I asked the students which format they liked best. A lot to think about for conversation French.
- even more frequent reviews of written work during the semester
- I feel that these outcomes meet by expectations for student achievement. The students who did not meet an outcome (see outcome 1) failed to do so as they failed to submit the material required for assessment.
- Students need to begin speaking in class much earlier than the capstone course for the major, for many this seemed to be the first time it was expected of them. They need to already be comfortable in front of each other so that the mathematics is more important than the worry of speaking. This is not necessarily going to change this course, but will be brought up to my department.
- None. Some students just don't care.
- The evaluation of each others presentations. I will explain in more detail the criteria of measurement and the importance of providing this as honest feedback.
- None--the students' oral presentation skills were excellent in this course this semester.

# First-Year Speaking (FS) Spring 2014

N=132/389 (34%)



	Exceed Standards	Meeting Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Develop clear and focused thesis statements, main points, and sub-points; that are appropriate for the time allocated, the audience, and the occasion	32.6%	46.2%	9.8%	11.4%	0.0%	0.0%
■ Demonstrate understanding of the role of evidence (facts, statistics, examples, testimony) in developing a logical argument	34.8%	38.6%	14.4%	12.1%	0.0%	0.0%
■ Demonstrate understanding of the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas	46.2%	28.8%	7.6%	9.1%	0.0%	8.3%
■ Recognize the similarities and differences between informative and persuasive speaking	47.7%	28.0%	7.6%	8.3%	8.3%	0.0%
■ Recognize the similarities and differences between written and oral communication, including differences in style, practices of intellectual integrity, and proper citation	25.8%	26.5%	4.5%	6.1%	8.3%	28.8%

# Please indicate the assessment tools/activities used to assess these Student Learning Outcomes.

***Develop clear and focused thesis statements, main points, and sub-points; that are appropriate for the time allocated, the audience, and the occasion***

- Reading assignments, weekly quizzes, an Informative Speech, and a Persuasive Speech
- Oral exams, group and individual presentations, short writing assignments
- Speeches, outline exercises
- Formal and informal speeches and two position papers.
- 5 speaking assignments combined with peer workshop assessment of other students presentations. Evaluation of speaking slides.
- One persuasive and one informational speech, plus many more impromptu and practice presentations.
- Informational speeches that required a thesis, and evidence to support as well as a persuasive speech - without a thesis, but still had to provide evidence to support their perspective.

***Demonstrate understanding of the role of evidence (facts, statistics, examples, testimony) in developing a logical argument***

- Reading assignments, weekly quizzes, an Informative Speech, and a Persuasive Speech
- Oral exams, group and individual presentations, short writing assignments
- Speeches, essays
- Individual portions of a group research project (paper and presentation).
- As above.
- Annotated Bibliographies, citations during speeches, use of peer reviewed sources
- See above

# Please indicate the assessment tools/activities used to assess these Student Learning Outcomes.

## ***Demonstrate understanding of the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas***

- Reading assignments, weekly quizzes, an Informative Speech, and a Persuasive Speech
- Oral exams, group and individual presentations, short writing assignments
- Evaluations, speeches, demonstration speeches
- Midterm exam based on textbook content (specifically textbook chapters covering appeals in argument).
- This dichotomy was not taught this semester.
- One persuasive and one informational speech, plus many more impromptu and practice presentations.
- Persuasive speeches as different from informative speeches. Also, special occasion speeches.

## ***Recognize the similarities and differences between informative and persuasive speaking***

- Reading assignments, weekly quizzes, an Informative Speech, and a Persuasive Speech
- Oral exams, group and individual presentations, short writing assignments
- Outline exercises, essays, demonstration speech
- Final exam based on textbook content (specifically textbook chapters covering communication theory and speaking styles).
- Not broken out though 1/5 presentations are persuasive.
- Development of one informative then one persuasive speech. Use of peer reviewed source to support both sides of a persuasive speech.
- Informative and persuasive speeches

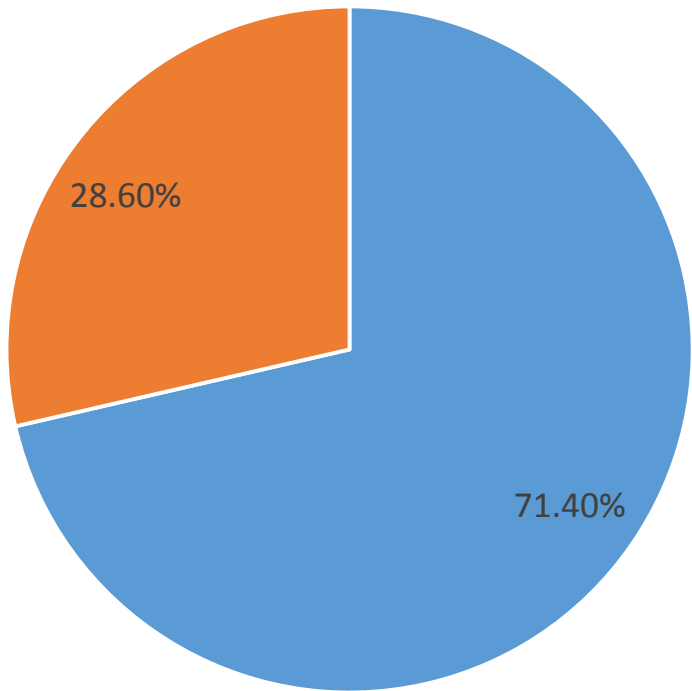


# Please indicate the assessment tools/activities used to assess this Student Learning Outcome.

*Recognize the similarities and differences between written and oral communication, including differences in style, practices of intellectual integrity, and proper citation*

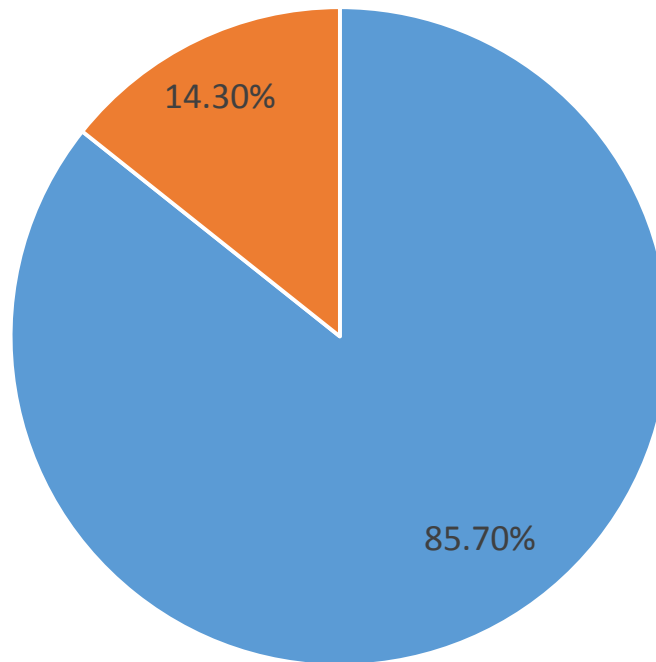
- Oral exams, group and individual presentations, short writing assignments
- Lecture
- Position paper, informal speeches, and research project (paper and formal presentation).
- There were no written assignments in the course this semester. I did
- One persuasive and one informational speech, plus annotated bibliographies

**In your FS course(s), have you included explicit instruction beyond the on-line tutorials in Information Literacy skills?**



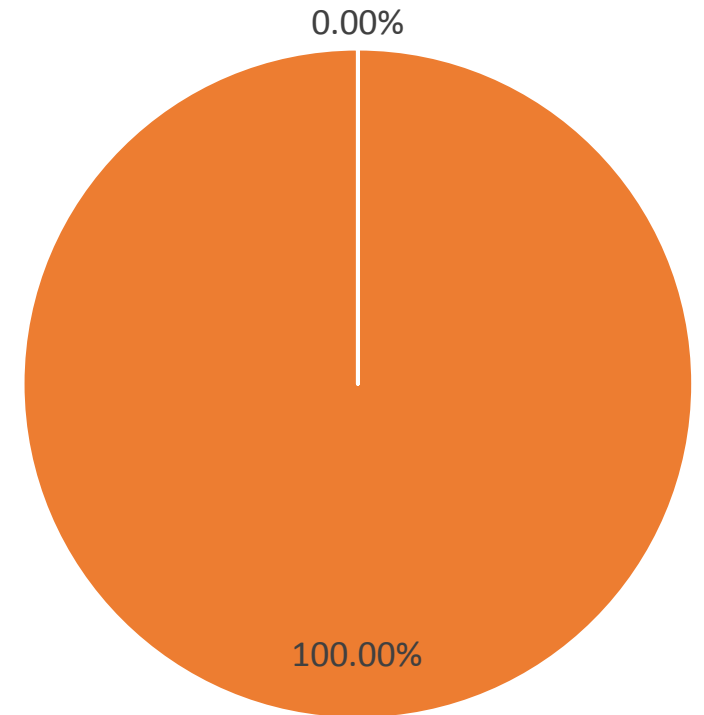
■ Yes ■ No

**In your FS course(s), did you teach Information Literacy skills yourself?**



■ Yes ■ No

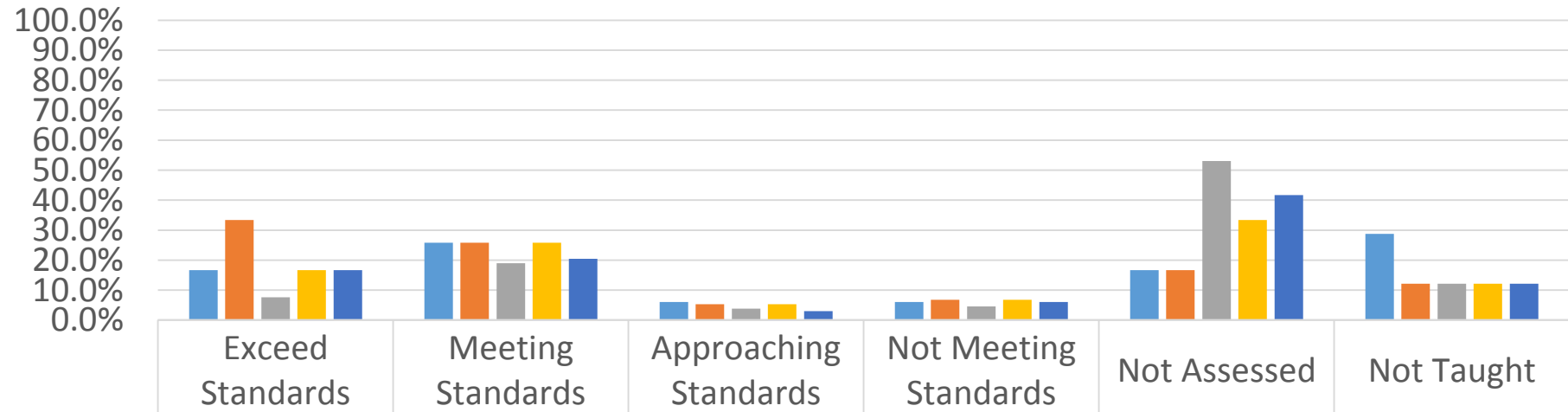
**In your FS course(s), did your class have a Library session on Information Literacy skills?**



■ Yes ■ No

# Information Literacy (IL in FS) Spring 2014

n=132/389 (34%)



Standard	Exceed Standards	Meeting Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary	16.7%	25.8%	6.1%	6.1%	16.7%	28.8%
■ Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web.	33.3%	25.8%	5.3%	6.8%	16.7%	12.1%
■ Demonstrate knowledge of search strategies suitable for a variety of search tools as listed in outcome #2	7.6%	18.9%	3.8%	4.5%	53.0%	12.1%
■ Evaluate search results, select and acquire the most appropriate information source(s)	16.7%	25.8%	5.3%	6.8%	33.3%	12.1%
■ Read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered	16.7%	20.5%	3.0%	6.1%	41.7%	12.1%

# Please indicate the assessment tools/activities used to assess this Student *Learning Outcome*

## ***Demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary***

- Information Literacy Tutorials; presentations in class
- In class exercises
- Used provided IL materials and discussed them in the course before and after students took the provided quiz.
- Library tutorial, one persuasive and one informational speech.

## ***Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web***

- Reading assignments, weekly quizzes, an Informative Speech, and a Persuasive Speech
- Information Literacy Tutorials; presentations in class
- Lecture
- As above
- Library tutorial & quiz, works cited list.

## ***Demonstrate knowledge of search strategies suitable for a variety of search tools as listed in outcome #2***

- Information Literacy Tutorials; presentations in class
- As above.
- Library Tutorial quiz

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

## ***Evaluate search results, select and acquire the most appropriate information source(s)***

- Information Literacy Tutorials; presentations in class
- Evaluation forms
- As above.
- Citation list.

## ***Read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered***

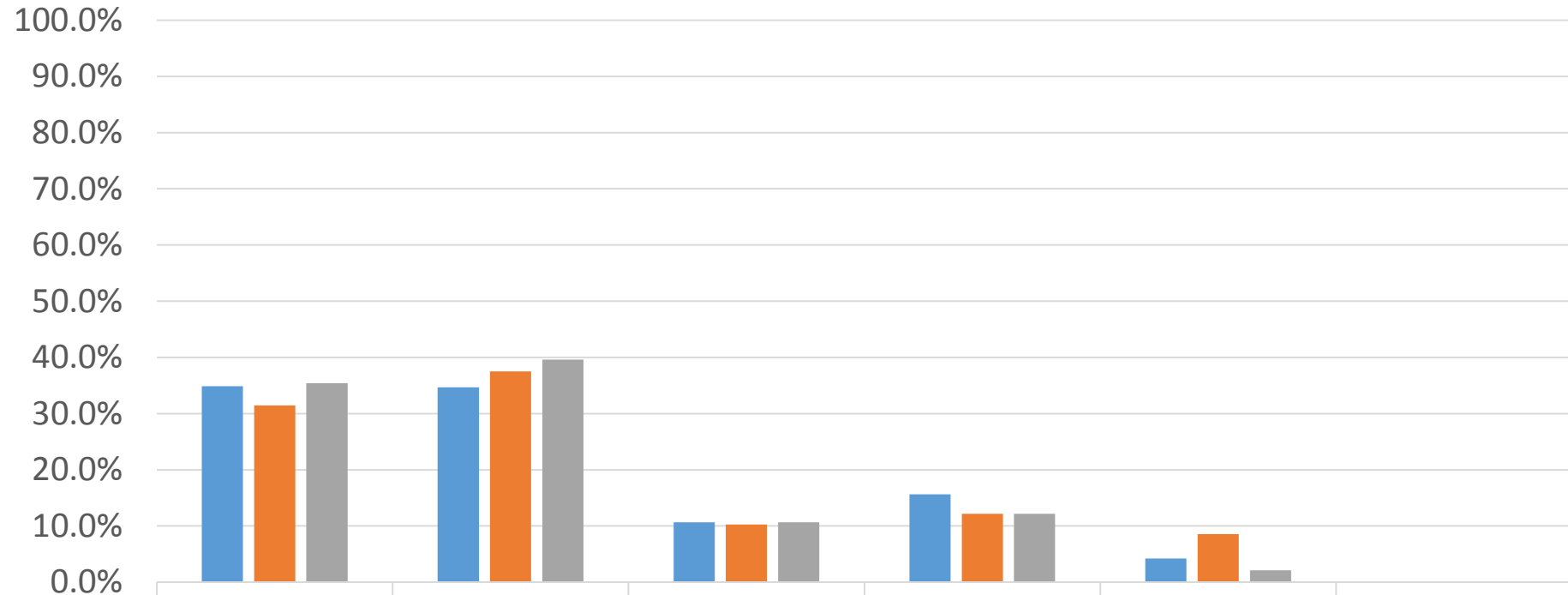
- Information Literacy Tutorials; presentations in class
- Essay
- Not assessed beyond the in-class presentations.
- Annotated bibliography, citation of sources within speech.

# Considering the assessment data from your FS course(s), what adjustments will you make in order to improve student achievement of these student learning outcomes?

- N/A. I was satisfied with the results as things currently stand.
- Use library resources
- While I was satisfied with the performance of the students this semester, in the future I would like to incorporate some more in-class activities with follow up assessments to help students master these SLOs.
- Assess understanding of difference between speaking and writing: Come in and spend 15-20 minutes reading a paper on a topic. Then break and evaluate what was "wrong" with the presentation; will have to memorize the paper so that I can look at the class (spend inordinate effort in getting students to stop reading their slides during presentation...don't want that to be the take away of this exercise).
- I can't see the information literacy quiz results, so I cannot comment on the above questions. It also then appears that this is a waste of time for students if we don't have this info, how can we make adjustments?

# First-Year Critical Thinking (FC) Spring 2014

n=525/616 (85%)



- 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
- Model critical thinking processes, or patterns, in the humanities, natural sciences, or social sciences
- Self-consciously apply the standards of critical thinking

	Exceed Standards	Meeting Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
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	34.9%	34.7%	10.7%	15.6%	4.2%	0.0%
Model critical thinking processes, or patterns, in the humanities, natural sciences, or social sciences	31.4%	37.5%	10.3%	12.2%	8.6%	0.0%
Self-consciously apply the standards of critical thinking	35.4%	39.6%	10.7%	12.2%	2.1%	0.0%

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

*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*

- Critical thinking assignments.
- papers
- Quizzes, papers, exams
- Two longer essays analyzing assigned readings, 6 shorter essays on readings of students choice, 2 exams with essay questions analyzing arguments and exercises on formal validity and inductive reasoning.
- Argument extraction assignments
- quizzes, discussions, informal writing tasks, essays, and exams
- Graded out of class assignment where students had to find and evaluate an argument from a newspaper or other source
- Newspaper analysis
- readings, lectures, exams
- Argument project where students have to construct their own argument and defend it against challenges.
- Class preparation sheets, literary analysis paper, library tutorial



# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

*Model critical thinking processes, or patterns, in the humanities, natural sciences, or social sciences*

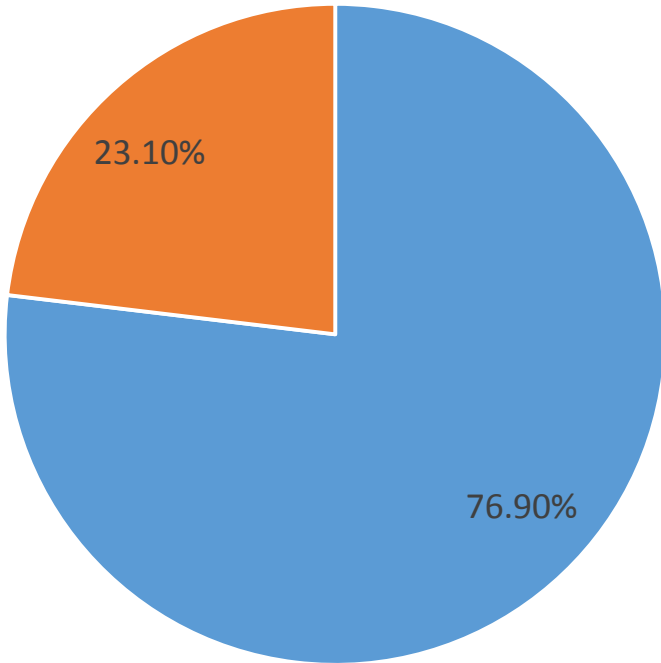
- discussion groups
- papers
  - Whole group discussion on topics of education and themselves as developing educators. Also, concepts taught that can help with the technical side of teaching (preparation tools)
- Quizzes, papers, exams
- Two longer essays analyzing assigned readings, 6 shorter essays on readings of students choice, 2 exams with essay questions analyzing arguments and exercises on formal validity and inductive reasoning.
- Paper detailing the connections between logic and their major discipline.
- quizzes, discussions, informal writing tasks, formal essays and exams
- Final exam essay question relating to evaluating the evidence presented in an article about an archaeological site
- See above
- readings, attendance at events followed by written assignments
- Quizzes, exams, and the semester long argument assignment
- Class preparation sheets, literary analysis paper, library tutorial, oral presentation

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

*Self-consciously apply the standards of critical thinking*

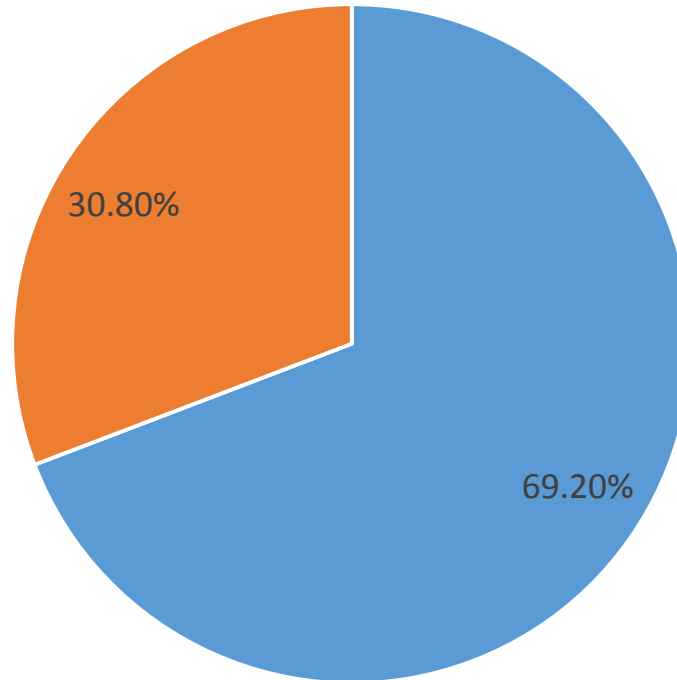
- Literature review paper
  - papers
  - Same as 4b
  - Quizzes, papers, exams
- Two longer essays analyzing assigned readings, 6 shorter essays on readings of students choice, 2 exams with essay questions analyzing arguments and exercises on formal validity and inductive reasoning.
- Paper creating and defending their own argument.
- Reading quizzes, class discussions, objective and essay tests, a reader response and a thesis paper w/research
- quizzes, discussions, informal writing tasks, essays, and exams
- Graded final debate where students have to argue about the reliability of different sources used learn about the past
- Group Research Project where had to compare and contrast ecological footprints of different countries with differing population and levels of development.
- lectures, essays, exams, out of class exercises
- Semester long argument assignment
- Class preparation sheets, literary analysis paper, library tutorial, oral presentations, class discussion

**In your FC course(s) have you included explicit instruction beyond the on-line tutorials in Information Literacy skills?**



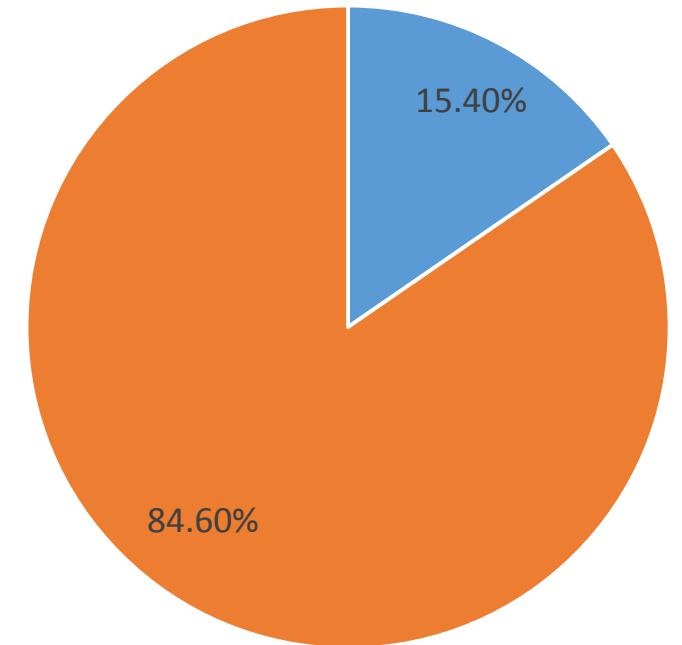
■ Yes ■ No

**In your FC course(s) did you teach Information Literacy skills yourself?**



■ Yes ■ No

**In your FC course(s) did your class have a Library session on Information Literacy skills?**

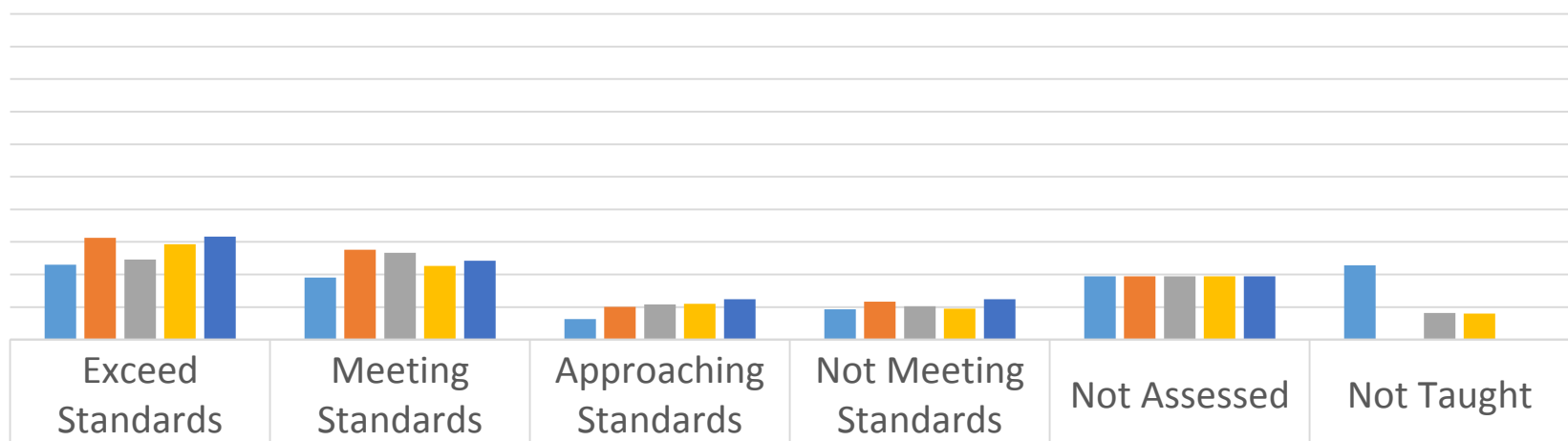


■ Yes ■ No

# Information Literacy (IL in FC) Spring 2014

n=525/616 (85%)

100%  
90%  
80%  
70%  
60%  
50%  
40%  
30%  
20%  
10%  
0%



	Exceed Standards	Meeting Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary	23.0%	19.0%	6.3%	9.3%	19.4%	22.9%
■ Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web.	31.2%	27.6%	10.1%	11.6%	19.4%	0.0%
■ Demonstrate knowledge of search strategies suitable for a variety of search tools as listed in outcome #2	24.6%	26.7%	10.9%	10.3%	19.4%	8.2%
■ Evaluate search results, select and acquire the most appropriate information source(s)	29.3%	22.7%	11.0%	9.5%	19.4%	8.0%
■ Read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered	31.6%	24.2%	12.4%	12.4%	19.4%	0.0%

# Please indicate the assessment tools/activities used to assess this Student *Learning Outcome*

*Demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary*

- IL assignment
  - Group exercises done in class/research projects using their personal computers. Informal, oral presentations (using strategies above) done by students concluding with new, generated questions (things they still want to learn about) regarding the topic.
- Information Literacy Quiz
  - Information literacy assignment requiring students to answer a given set of questions by finding appropriate sources and then explain why those sources are appropriate.
  - Learning tutorials required; broad topics provided by professor have multi-prompts embedded, but students must focus on area of research and pursue it. Quality of research is assessed.
- Research checklists and logs, in-class activities, student conferences, research essay drafts and revisions
- Semester long argument assignment
- class preparation sheets, library tutorial Literary analysis paper

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

*Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web*

- IL assignment
- papers
- Choosing and locating a research article of their choice to analyze.
- Information Literacy Quiz
- Information literacy assignment requiring students to answer a given set of questions by finding appropriate sources and then explain why those sources are appropriate.
- see above
- Research checklists and logs, in-class activities, student conferences, research essay drafts and revisions
- Graded out of class assignment on the reliability of web sources relating to information about the Underground Railroad
- class discussions, essays
- Library session in connection to the semester long argument assignment
- library tutorial, literary analysis paper, class preparation sheets

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

*Demonstrate knowledge of search strategies suitable for a variety of search tools as listed in outcome #2*

- IL assignment
  - papers
- Information Literacy Quiz
  - Information literacy assignment requiring students to answer a given set of questions by finding appropriate sources and then explain why those sources are appropriate.
- see above
- Research checklists and logs, in-class activities, student conferences, research essay drafts and revisions
- lectures, readings, exercises in class and essays
- Library session in connection to the semester long argument assignment
- library tutorial, class preparation sheets

# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

*Evaluate search results, select and acquire the most appropriate information source(s)*

- IL assignment
- same as 7b
- Information Literacy Quiz
- Information literacy assignment requiring students to answer a given set of questions by finding appropriate sources and then explain why those sources are appropriate.
- see above
- Research checklists and logs, in-class activities, student conferences, research essay drafts and revisions
- Graded out of class assignment on the reliability of web sources relating to information about the Underground Railroad
- lectures, readings, essays
- Library session in connection to the semester long argument assignment
- class preparation sheets, class discussion, literary analysis papers



# Please indicate the assessment tools/activities used to assess this Student Learning Outcome

*Read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered*

- IL assignment
- papers
- Same as 7b
- Information Literacy Quiz
- Information literacy assignment requiring students to answer a given set of questions by finding appropriate sources and then explain why those sources are appropriate.
- see above
- Research checklists and logs, in-class activities, student conferences, research essay drafts and revisions
- Graded out of class assignment on the reliability of web sources relating to information about the Underground Railroad
- lectures, essays
- semester long argument assignment
- Class preparation sheets, oral presentations, class discussion, literary analysis papers,

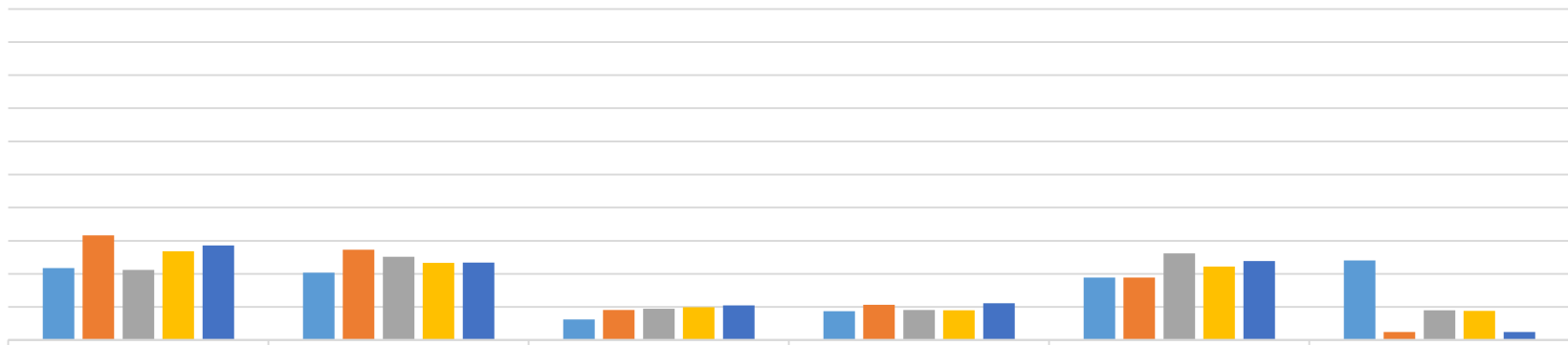
# Considering the assessment data from your FC/IL course(s), what adjustments will you make in order to improve student achievement of these student learning outcomes??

- Possibly include a library session
  - I would like to utilize our library resources in order to help the students locate information. I'd like to take advantage of the librarian and have him share his expertise with the class in a session or two. I'd like to also consider other ways to assess students' literacy skills besides the ones I implement in class right now.
  - I honestly don't know. Students are given all the tools they need to succeed, including help via email and office hours; those who are not succeeding appear to be a)unmotivated orb)not college material.
  - I will slightly modify the research checklists and logs assignments and I will provide a bit more in-class modeling of procedures.
  - More practice with assessment of arguments in the second half of the semester, integration of some of the IL outcomes into existing web assignment
  - In the Fall semester, I use IL sessions in the library. Students seem to be bored by it. I cannot access the IL quizzes online, so I cannot tell how students performed on this option. The issue, as I see it, isn't necessarily only about accessing information, but about interpreting it once they get it. I will revise assignments to focus more on this.
- Include a library session
  - I will continue to try to engage all students in the material. The students that put work into this class all learn these skills and do well, however a significant amount of students do not invest the necessary time and effort because this is "just a GenEd" course.
  - More one on one meetings, more explicit instruction and modeling of literacy skills

# Information Literacy (FC and FS Combined) Spring 2014

n=657/1005 (65%)

100.0%  
90.0%  
80.0%  
70.0%  
60.0%  
50.0%  
40.0%  
30.0%  
20.0%  
10.0%  
0.0%



	Exceeds Standards	Meets Standard	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary	21.8%	20.4%	6.2%	8.7%	18.9%	24.0%
■ Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web.	31.7%	27.2%	9.1%	10.7%	18.9%	2.4%
■ Demonstrate knowledge of search strategies suitable for a variety of search tools as listed in outcome #2	21.2%	25.1%	9.4%	9.1%	26.2%	9.0%
■ Evaluate search results, select and acquire the most appropriate information source(s)	26.8%	23.3%	9.9%	9.0%	22.2%	8.8%
■ Read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered	28.6%	23.4%	10.5%	11.1%	23.9%	2.4%