



Potsdam
THE STATE UNIVERSITY OF NEW YORK

**Assessment of Student Learning
Outcomes Workshop for General
Education AH Designator
November 6th, 2013
LTEC**

Agenda

- SUNY Potsdam Student Learning Outcomes for American History (AH).
- Spring 2014 gathering of Assessment Data from courses with AH designator.
- Review of past program assessment data.
- Discussion of best practices for assessing AH Student Learning Outcomes.

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

- **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.

SUNY Potsdam SLOs for AH

The Student will:

- 1. demonstrate knowledge and understanding of at least one significant issue of unity and diversity 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 5 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A. Do not include students who formally have withdrawn from your course but do include data for those who just simply decided not to attend.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.)

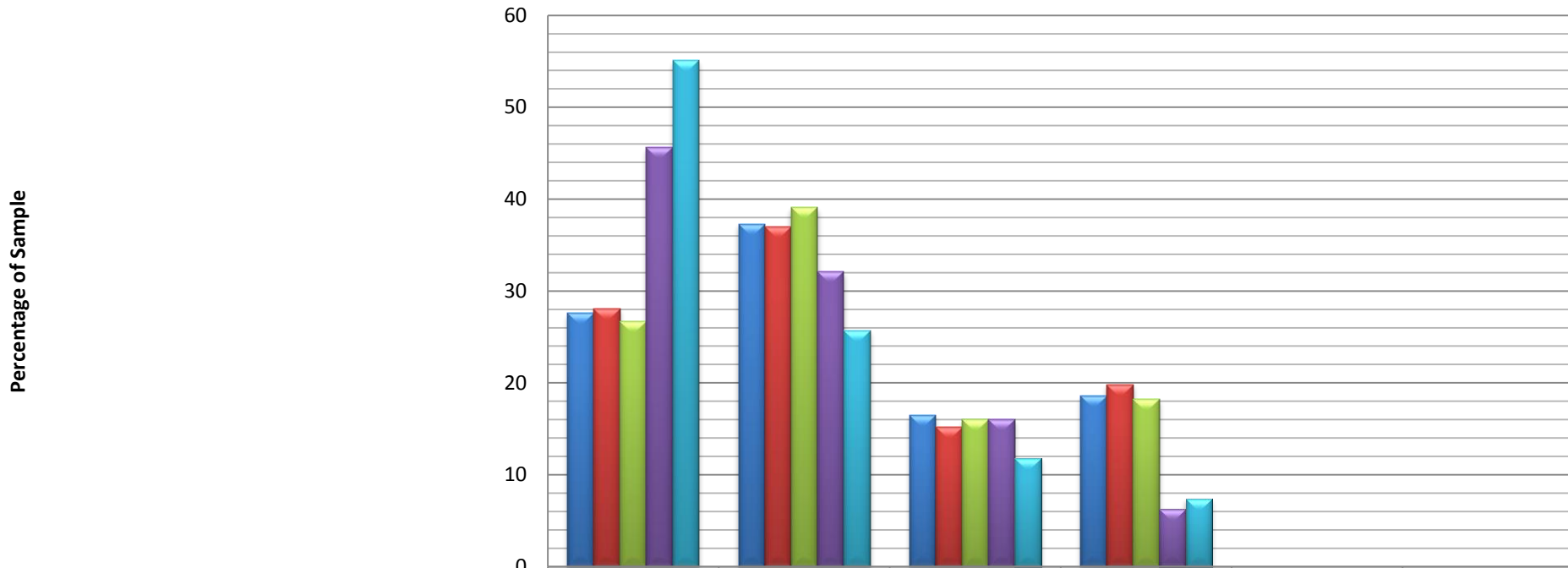
- Exam(s)
- Quiz(zes)
- Standardized/Departmental Tests
- Homework
- Project(s)
- Oral Presentation(s)
- Writing Sample(s)
- Portfolio
- Interview(s)
- Live Performance(s)
- Rubrics
- Other (specify) _____

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?

American History (AH) Spring 2011 n= 381/447 (85.2%)



Students will demonstrate:

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
1. knowledge and understanding of at least one significant issue of unity and diversity in American society.	27.6	37.3	16.5	18.6	0	0
2. knowledge and understanding of common institutions in American society and their effects upon various groups within that society	28.1	37	15.2	19.8	0	0
3. knowledge and understanding of some aspect of America's evolving relationship with the rest of the world	26.7	39.1	16	18.2	0	0
4. knowledge and understanding of a sense of history by suggesting continuities and discontinuities in the development of the topic under study.	45.6	32.1	16	6.3	0	0
5. Students will demonstrate ability in the use of primary sources	55.1	25.7	11.8	7.4	0	0

Discussion of Best Practices in Assessing Student Learning Outcomes

- 1. demonstrate knowledge and understanding of at least one significant issue of unity and diversity 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**

Discussions (Continued)

- Students read two articles regarding a famous debate and write article supporting their view
- Students read foreign newspaper coverage and then American newspaper coverage; discussions/paper
- Cause and effect paper – read two interpretations of specific event (i.e. Cannibalism in Jamestown)
- Five different groups read a different topic and write paper on the articles -- followed by class discussions
- Speeches
- Rubrics used to assess speeches and writing assignments
- ***Discussion was had for a need of an SLO that captures arguments and 'compare and contrast'. Agree that SLO 4 almost captures this – perhaps revise SLO 4 to explicitly address this. To be discussed at Gen Ed Assessment Committee.***

Questions?

