Assessment of Student Learning Outcomes Workshop for General Education FC/IL Designator
November 4th, 2013
LTEC

Office of Institutional Effectiveness

Agenda

- SUNY Potsdam Student Learning Outcomes for Critical Thinking (FC).

- Spring 2014 gathering of Assessment Data from courses with FC designator.

- Review of recent program assessment data.

- Discussion of best practices for assessing FC Student Learning Outcomes.

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

- **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.

SUNY Potsdam SLOs for FC

The Student will be able 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

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; library subscription data bases; and the free web.

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.

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?

Critical Thinking (FC) Spring 2011 n=354/531 (66.6%)
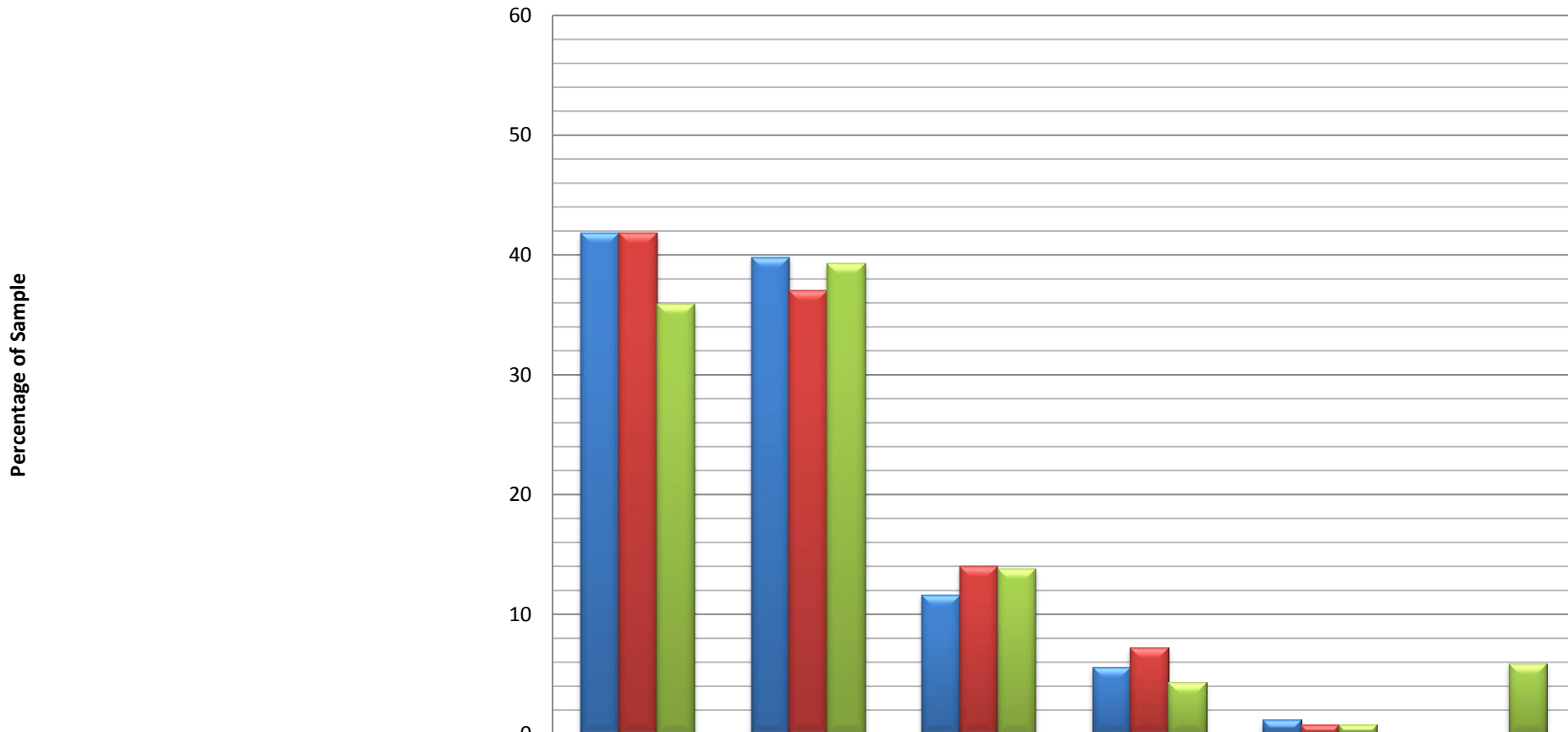
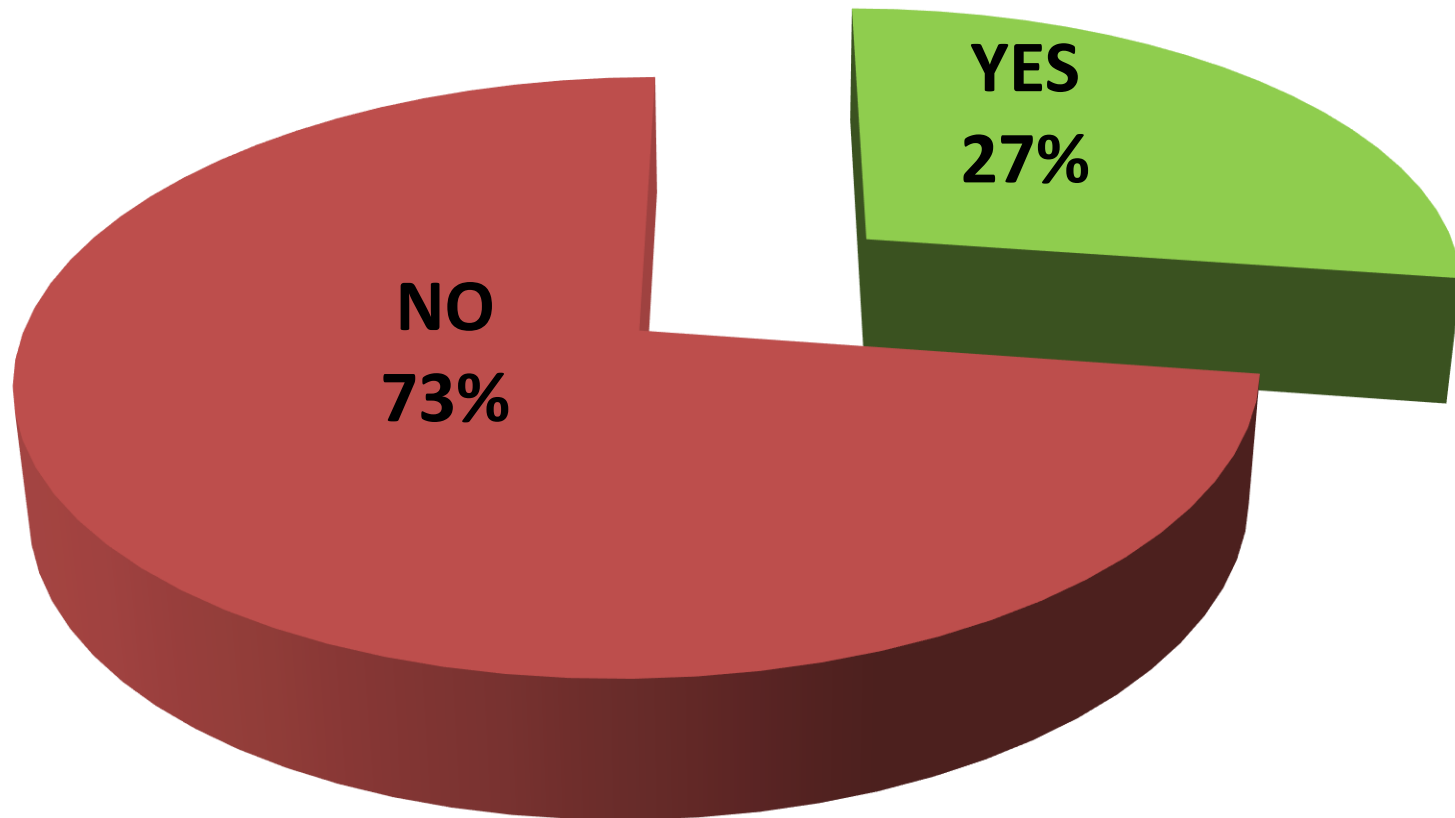| Students will demonstrate:	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ 1. ability to identify the main question, problem, or claim in discourse, and think through it in a critical, creative manner according to the standards of good reasoning, that is, the rules of argument.	41.8	39.8	11.6	5.6	1.2	0
■ 2. the ability to model critical thinking processes, or patterns, in the humanities, natural sciences, or social sciences.	41.8	37	14	7.2	0.8	0
■ 3. the ability to self-consciously apply the standards of critical thinking.	35.9	39.3	13.8	4.3	0.8	5.9

Spring 2011 - In your FC course(s) have you included explicit instruction beyond the on-line tutorials in Information Literacy skills? (n=11)

YES
36%

NO
64%
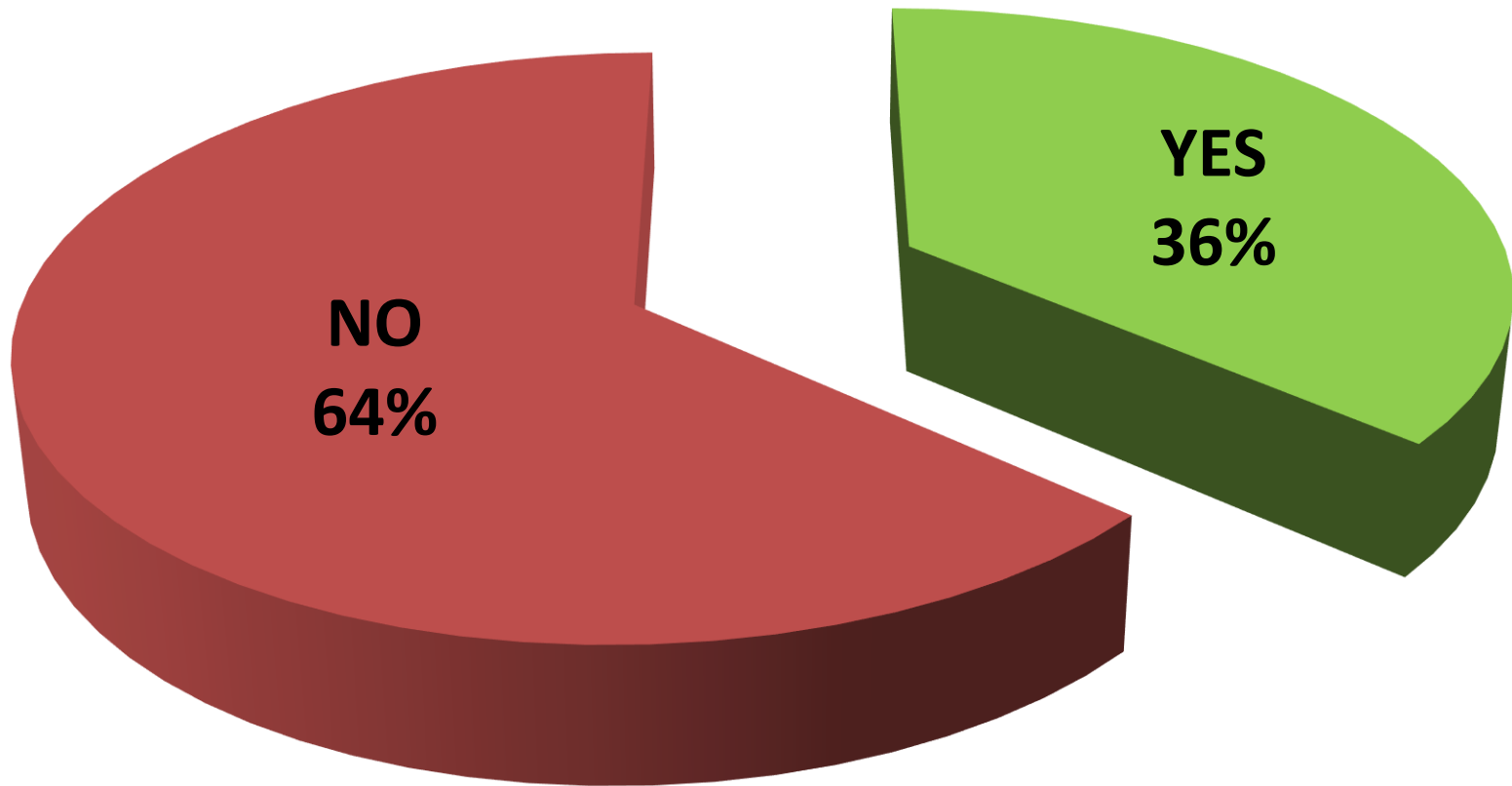
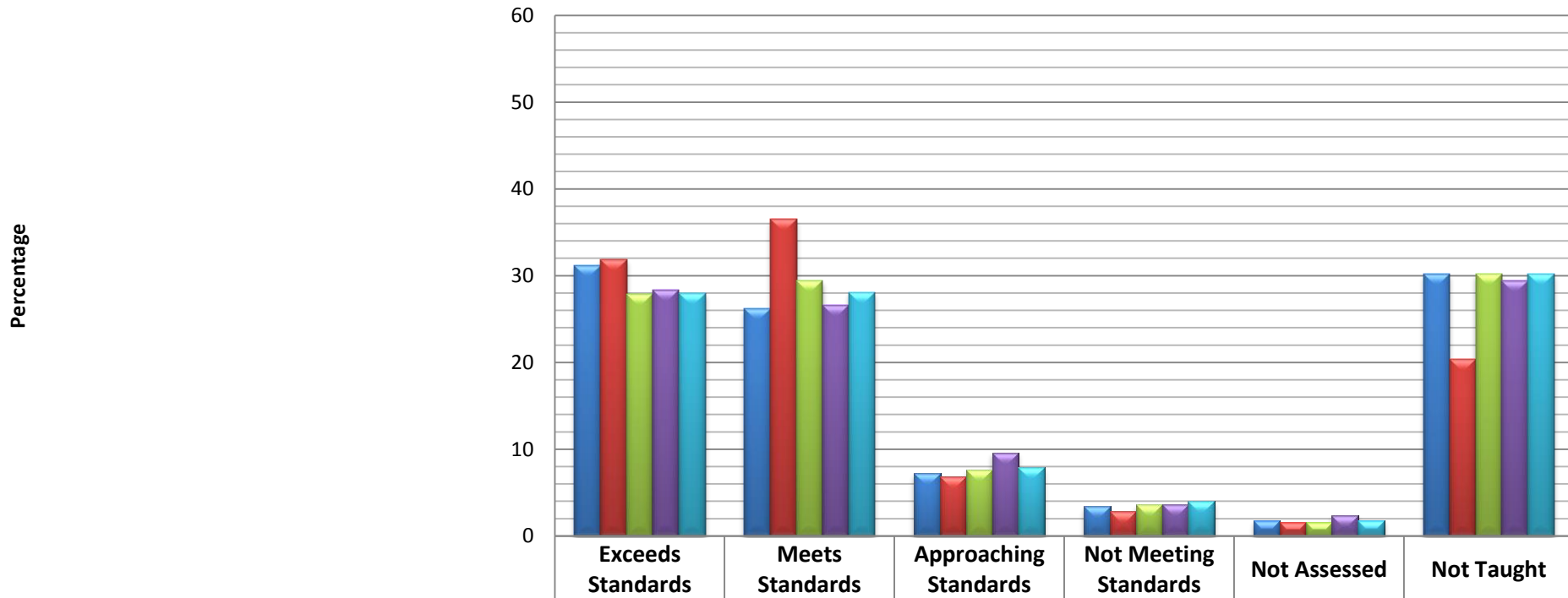# Spring 2011 - In your FC course(s) did you teach Information Literacy skills yourself?

NO
55%

YES
45%
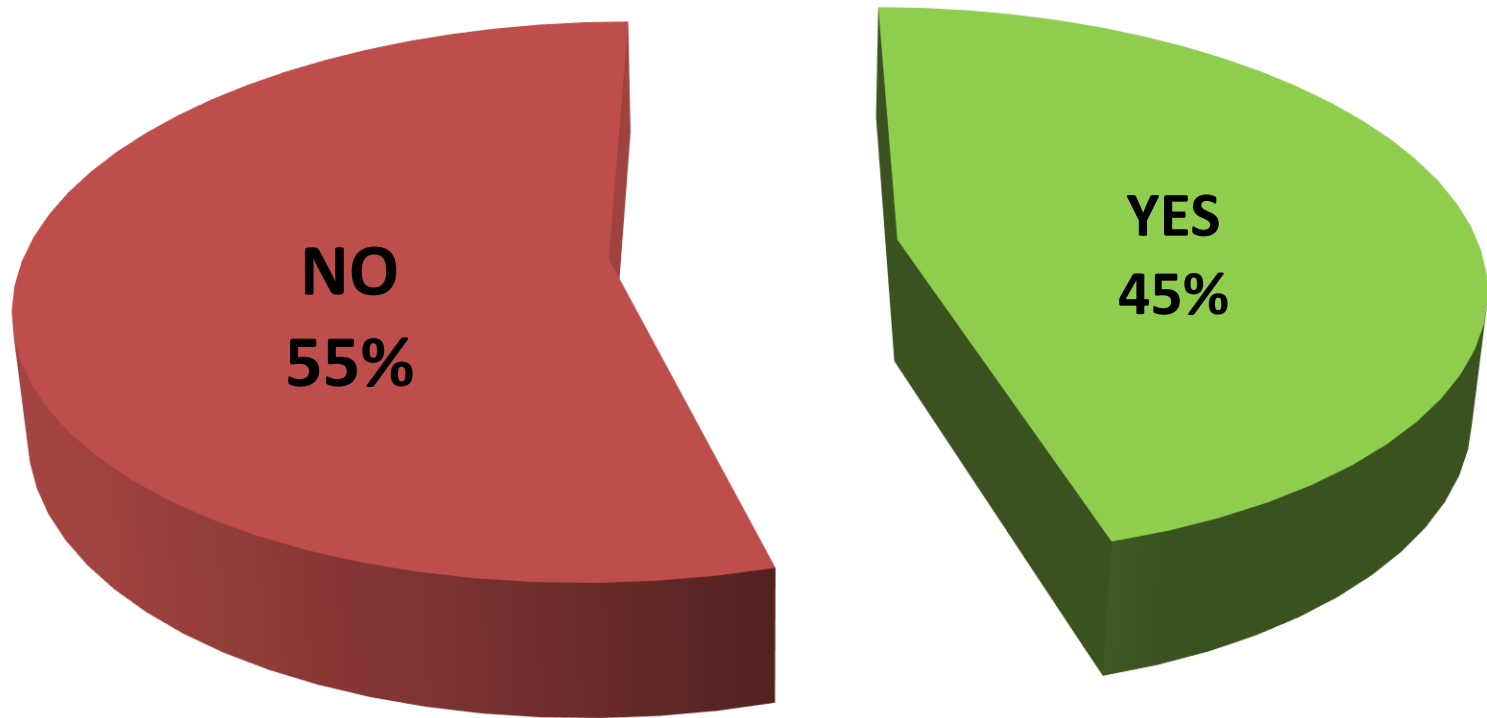
Spring 2011 - In your FC course(s) did your class have a Library session on Information Literacy skills?

YES 27%

NO 73%

Information Literacy (IL in FS & FC) Spring 2011 n=497/927 (53.6%)

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
🟦 1. Students will demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary. (36.5%)	31.2	26.2	7.2	3.4	1.8	30.2
🟥 2. Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web (42.7%)	31.9	36.5	6.8	2.8	1.6	20.4
🟩 3. Students will demonstrate knowledge of search strategies suitable for a variety of search tools(37.4%)	27.9	29.4	7.6	3.6	1.6	30.2
🟪 4. Students will evaluate search results, select and acquire the most appropriate information source(s) (37.9%)	28.4	26.6	9.6	3.6	2.4	29.4
🟦 5. Students will read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered (36.5%)	28	28.1	7.9	4	1.8	30.2

Discussion of Best Practices in Assessing Student Learning Outcomes

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;

   - Short-writing assessment reflecting on piece of writing they have read
   - Essay questions on exams (pose problem and have students explain)
   - Identify main points/arguments; then compare and contrast the various speakers arguments
   - Journal entries/essays on performances

2. model critical thinking processes, or patterns, in the humanities, natural sciences, or social sciences; and

   - Discussions in class as a whole or one-on-one discussions with students
   - Group performances followed by discussions reflecting on performance

   Discussions were had regarding a revision of SLO 2 (i.e. use critical thinking process…")

3. self-consciously apply the standards of critical thinking.

   The majority of the time spent on SLO 3 focused on the confusion of the wording and the need to revise

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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; library subscription data bases; and the free web.

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.

-Can be fairly easy to assess SLO 1 through 4; Can 'check' whether or not student has fulfilled outcome

-Check what sources were used for the information that was needed

-evaluate the sources with regard to their argument (i.e. ask for the inappropriate resource; ask them why, when doing a search, the first listing is the first listing; use rubrics to evaluate the source used)

Carol offered to work with anyone that wanted to look at their assessments and discuss ways to embed IL outcomes or strengthen current assignments

Questions?