



Potsdam
THE STATE UNIVERSITY OF NEW YORK

**Assessment of Student Learning
Outcomes Workshop for General
Education XC Designator
November 5th, 2013
LTEC**

Agenda

- SUNY Potsdam Student Learning Outcomes for Other World Civilizations/Cross Cultural Perspective (XC).
- Spring 2014 gathering of Assessment Data from courses with XC designator.
- Review of past program assessment data.
- Discussion of best practices for assessing XC Student Learning Outcomes.

[XC] CROSS-CULTURAL PERSPECTIVE

(minimum 3 credit hours)

- **Objective:** The **XC** course teaches students the comparative, holistic study of a people or peoples or ways of life not derived primarily from European civilization such as the societies, civilizations, or cultural traditions originating in Africa, Asia, Oceania, or the Americas.

SUNY Potsdam SLOs for XC

The Student will:

1. explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, technological;
2. demonstrate ability to compare and contrast the examined group(s) with other cultures;
3. demonstrate ability to reconstruct the interaction of the examined group(s) with other cultures;
4. recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism

In late April or early May you will be asked to provide assessment data for each of these 4 outcomes as follows:

3. Students will demonstrate ability to compare and contrast the examined group(s) with other cultures;

- 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 XC 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A. Do not include students who formally have withdrawn from your course but do include data for those who just simply decided not to attend.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?

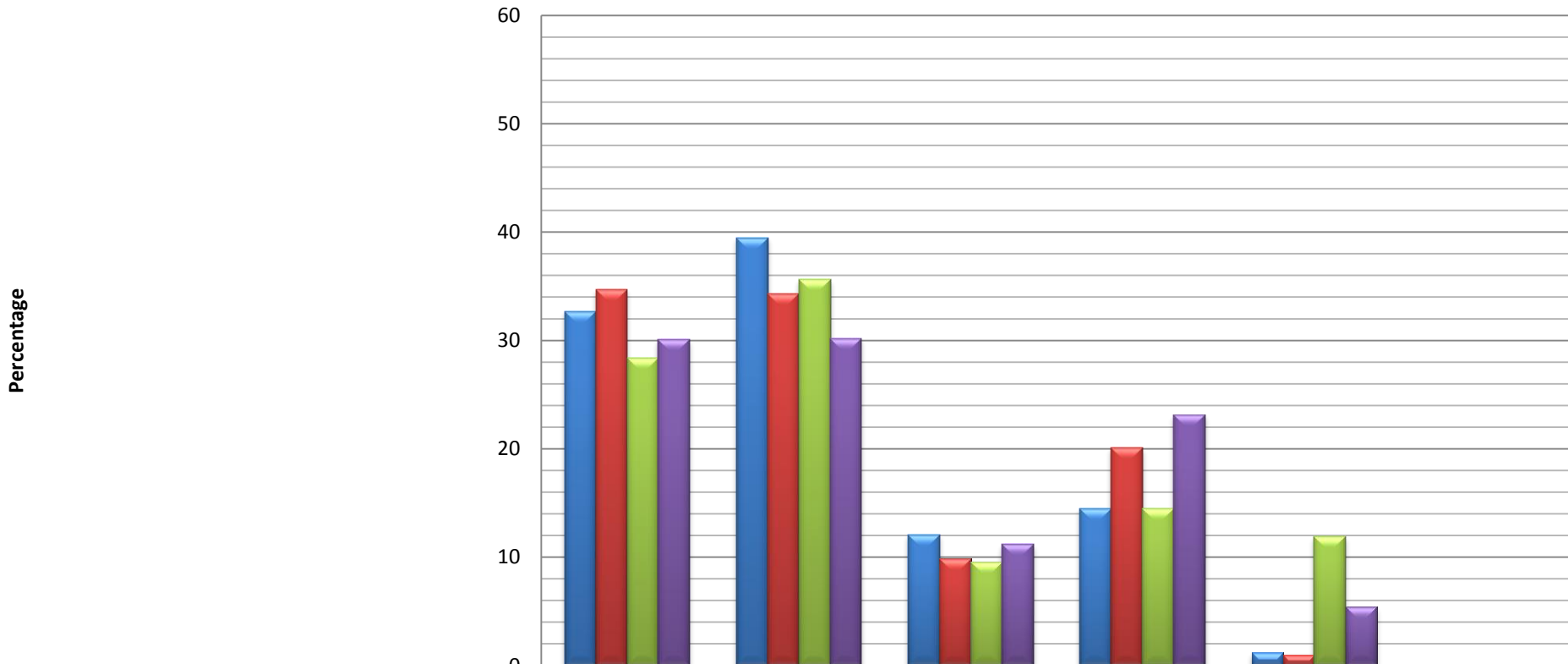
A. No. These assessment data are aggregated and reported to the Gen Ed Assessment Committee for the purpose of improving the Gen Ed program and informing planning, decision-making and resource allocation. This assessment of the program is also required by SUNY System Admin and an expectation of MSCHE.

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 number of students who were 'exceeding', 'meeting', 'approaching' or 'not meeting' the XC student learning outcomes?

Other World Civilizations (XC) Spring 2011 n=658/760 (86.6%)



Students will demonstrate:

- 1. ability to explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, and technological.
- 2. ability to compare and contrast the examined group(s) with other cultures.
- 3. ability to reconstruct the interaction of the examined group(s) with other cultures.
- 4. ability to recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism.

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
1. ability to explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, and technological.	32.7	39.5	12.1	14.5	1.2	0
2. ability to compare and contrast the examined group(s) with other cultures.	34.7	34.3	9.9	20.1	1	0
3. ability to reconstruct the interaction of the examined group(s) with other cultures.	28.4	35.6	9.6	14.5	11.9	0
4. ability to recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism.	30.1	30.2	11.2	23.1	5.4	0

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. explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, technological;
2. demonstrate ability to compare and contrast the examined group(s) with other cultures;

Discussion of Best Practices in Assessing Student Learning Outcomes

- 3.** demonstrate ability to reconstruct the interaction of the examined group(s) with other cultures;
- 4.** recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism;

Discussion of Best Practices in Assessing Student Learning Outcomes

- Questions on exam (Selected response, open response)
- Rubric used to assess debates, presentations, short essays
- Discussion was had regarding a possible revision of SLO 3 (Change 'reconstruct' to a higher order learning)
- Concern with SLO 2 being too vague
- Further discussions to occur with Gen Ed Assessment Committee

Questions?

