



General Education Committee Assessment of Student Learning in Designated Courses

Presentation

Of

Assessment Data: Spring 2012

Prepared by the Office of Institutional Effectiveness

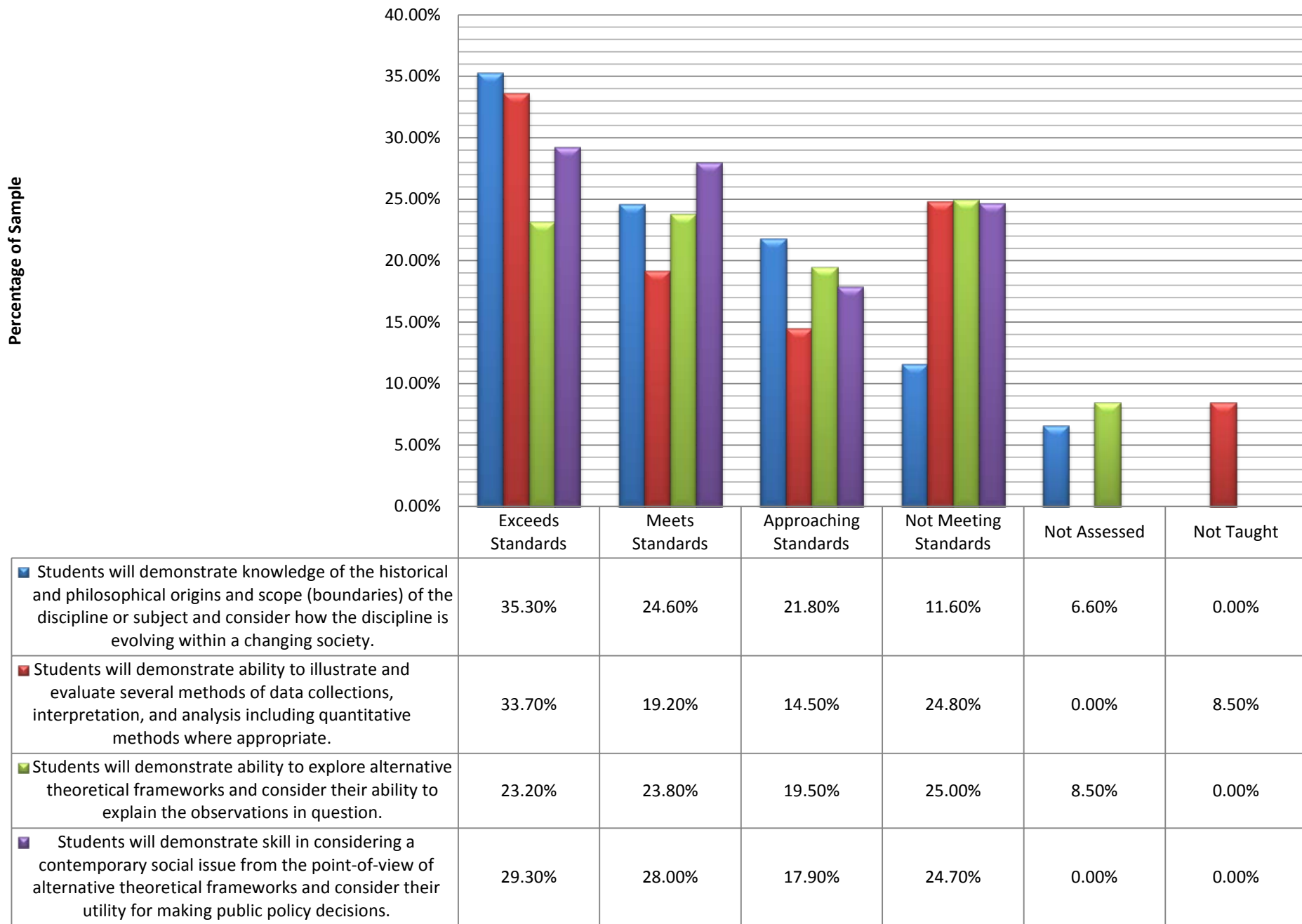
Interpretive notes

- 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.

Interpretive notes...continued

- The second year of the pilot assessment of Information Literacy (IL) was implemented, collecting assessment data for five student learning outcomes central to basic Information Literacy [aka Information Management]. This was the second time these outcomes for IL that are imbedded in FW, FS, & FC courses, have been formally assessed.

Social Sciences (SA) 518/1130 (45.8%)



Social Science (SA)

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses	Assessment Tool
57.1%	Exam(s)
0.0%	Quiz(zes)
0.0%	Standardized/Departmental Tests
14.3%	Homework
14.3%	Project(s)
28.6%	Oral Presentation(s)
28.6%	Writing Sample(s)
0.0%	Portfolio
0.0%	Interview(s)
0.0%	Live Performance(s)
14.3%	Rubrics
14.3%	Other: Class Discussions

Q.8 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 SA student learning outcomes?

- tests and in-class oral presentations
- Performance of students on individual tests. Only those students that took all of the exams were included (n=127)
- exams
- Paper evaluated with a rubric

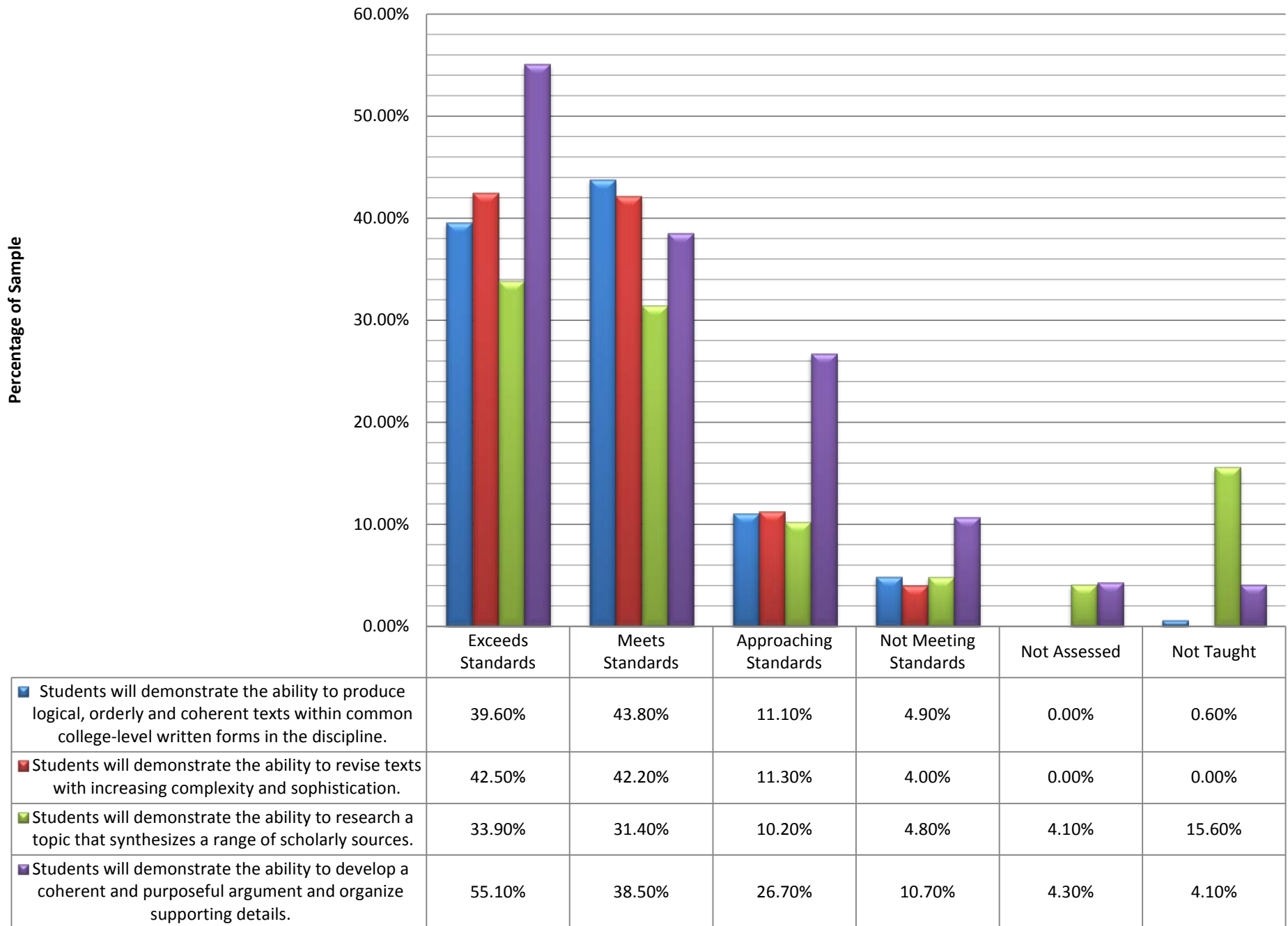
Sample Answering: 4 responses

Q.9 What adjustments will you make in order to better fulfill the requirements for the designator the next time you teach the course?

- The question as stated here assumes that a logically prior question, namely, "Will you make adjustments in order to better fulfill the requirements for the SA designator the next time you teach the course?", has already been answered in the affirmative. But since it has not, I am unable to respond.
- None at the moment
- I feel that students are meeting expectations and no changes are needed at this time.
- Plan to do direct assessment of outcomes in #s 3 and 5 above. Find a way to tie in outcome in #4 above or possibly consider dropping SA designation for the course.

Sample Answering:4 responses

Writing Intensive (WI) 422/1087 (38.8%)



Critical Thinking (WI)

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses	Assessment Tool
52.9%	Exam(s)
29.4%	Quiz(zes)
0.0%	Standardized/Departmental Tests
58.8%	Homework
70.6%	Project(s)
47.1%	Oral Presentation(s)
94.1%	Writing Sample(s)
29.4%	Portfolio
5.9%	Interview(s)
17.6%	Live Performance(s)
41.2%	Rubrics
11.8%	Other: Students Teaching specific class topics. teacher conferences

Q.8 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 WI student learning outcomes?

- book reviews
- Papers, conferences about their corrections, revise papers. Class presentations on Literary Theory; and also in contrast, apply the theory to simple pieces of culture, poems, songs in a different presentation.
- Bibliography, prospectus, outline, drafts and final paper.
- 3point journals and a rubric. Also presentation/project rubrics
- Lab reports with a rewrite and a literature review paper with a rewrite.
- An Anthology students create, researching current literary journals, and which they introduce via a Preface.
- The group projects, one of which was sent to an organization working on the assigned topic.
- major essays and/or creative projects
- Writing projects, Moodle Workshops, teacher conferencing, rubric
- Portfolios
- Portfolios
- Formative assessment of written discourse during, and summative assessment of written discourse and student self-assessment at the end of the semester.

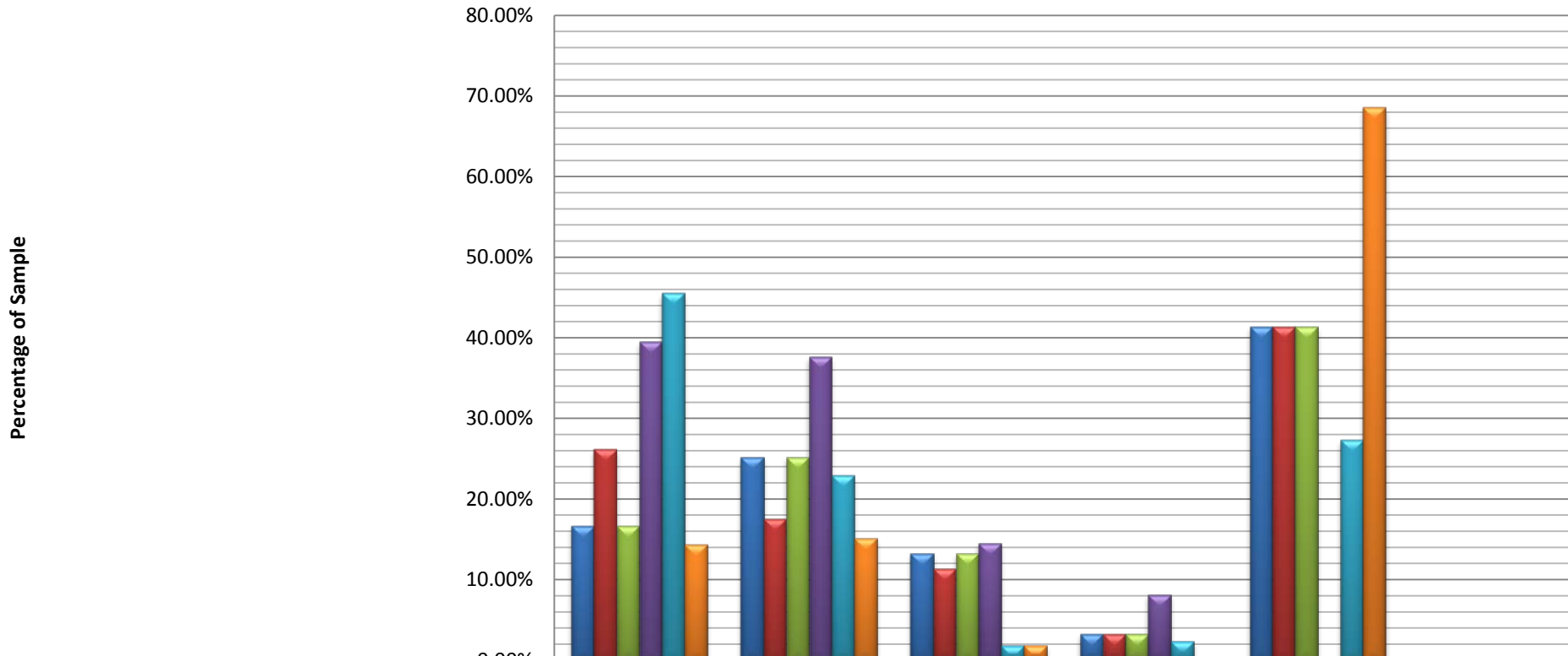
Sample Answering: 12 responses

Q.9 Considering the assessment data from your WI course(s), what adjustments will you make in order to better fulfill the requirements for the WI designator the next time you teach the course?

- add more essays in exams to assess writing
- This time I am actually pleased with the Assessment tools I used and I see they worked well; the seminar was demanding, but students grew and thrived in it. I had adjusted much from last time. I would like next time to devote more personal one on one time to the students that is having the hardest time.
- Do another peer review session.
- Creating a logical argument then supporting with details- use a rubric to help with reflection that goes along with journal writing that includes text to text, text to self, and text to world .
- More small targeted assignments about particular writing skills and responsibility on tests for having read their book on writing about biology.
- None.
- Require drafts of their written projects before their final paper is submitted.
- I plan to institute more short assignments geared toward understanding effective research techniques and appropriate citation processes and formats. I also plan to institute some short assignments to aid students in properly organizing their research findings and their essays.

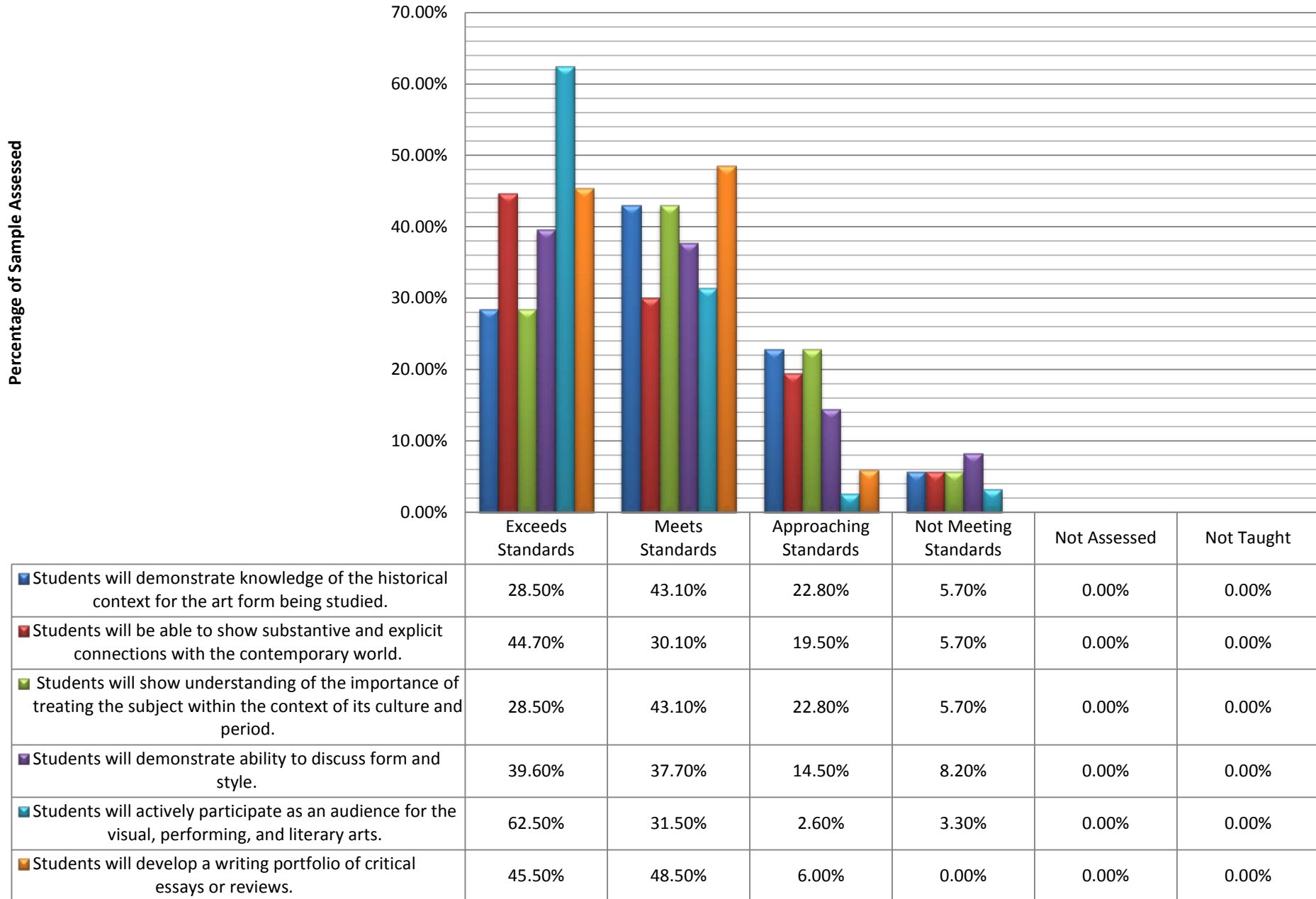
- I feel that I'm on target. I discuss argument and research in creative writing in terms of how a creative writer can be more credible by adding significant concrete detail drawing on the five senses. I encourage research in obtaining enough detail to make the writing credible to a reader. It's the freshman writing and critical thinking where I teach argument and research.
- Greater attention to portfolio layout
- Be more clear regarding the use of rubrics, informal assessments, and use more student-generated models of good discourse (with their permission, of course).
- More deadlines to assess progress on the main paper; checking on chosen topic to ensure the level of the topic is appropriate for the 400 level course.
- Will intervene with students not meeting expectations sooner - refer to writing center.
- I believe that no adjustments are needed.
- Require more revision

Aesthetic Critical and Discriminative (AC) 210/531 (38.8%)



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Students will demonstrate knowledge of the historical context for the art form being studied.	16.70%	25.20%	13.30%	3.30%	41.40%	0.00%
■ Students will be able to show substantive and explicit connections with the contemporary world.	26.20%	17.60%	11.40%	3.30%	41.40%	0.00%
■ Students will show understanding of the importance of treating the subject within the context of its culture and period.	16.70%	25.20%	13.30%	3.30%	41.40%	0.00%
■ Students will demonstrate ability to discuss form and style.	39.60%	37.70%	14.50%	8.20%	0.00%	0.00%
■ Students will actively participate as an audience for the visual, performing, and literary arts.	45.50%	22.90%	1.90%	2.40%	27.30%	0.00%
■ Students will develop a writing portfolio of critical essays or reviews.	14.30%	15.20%	1.90%	0.00%	68.60%	0.00%

Aesthetic Critical and Discriminative (AC) 123/531 (23.2%) (Analysis with only students assessed)



Aesthetic Critical and Discriminative (AC)

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses	Assessment Tool
85.7%	Exam(s)
14.3%	Quiz(zes)
0.0%	Standardized/Departmental Tests
57.1%	Homework
42.9%	Project(s)
42.9%	Oral Presentation(s)
85.7%	Writing Sample(s)
0.0%	Portfolio
0.0%	Interview(s)
14.3%	Live Performance(s)
28.6%	Rubrics
0.0%	Other:

Q.10 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 AC student learning outcomes?

- Exams with writing components.
- Papers that required detailed descriptions and reflections on novels that we studied.
- exams and critical essays
- exams, live performance, writing samples
- The literary papers and the mid-term exam generated the data.
- I used exams.
- Rhetorical analysis of scholarly article

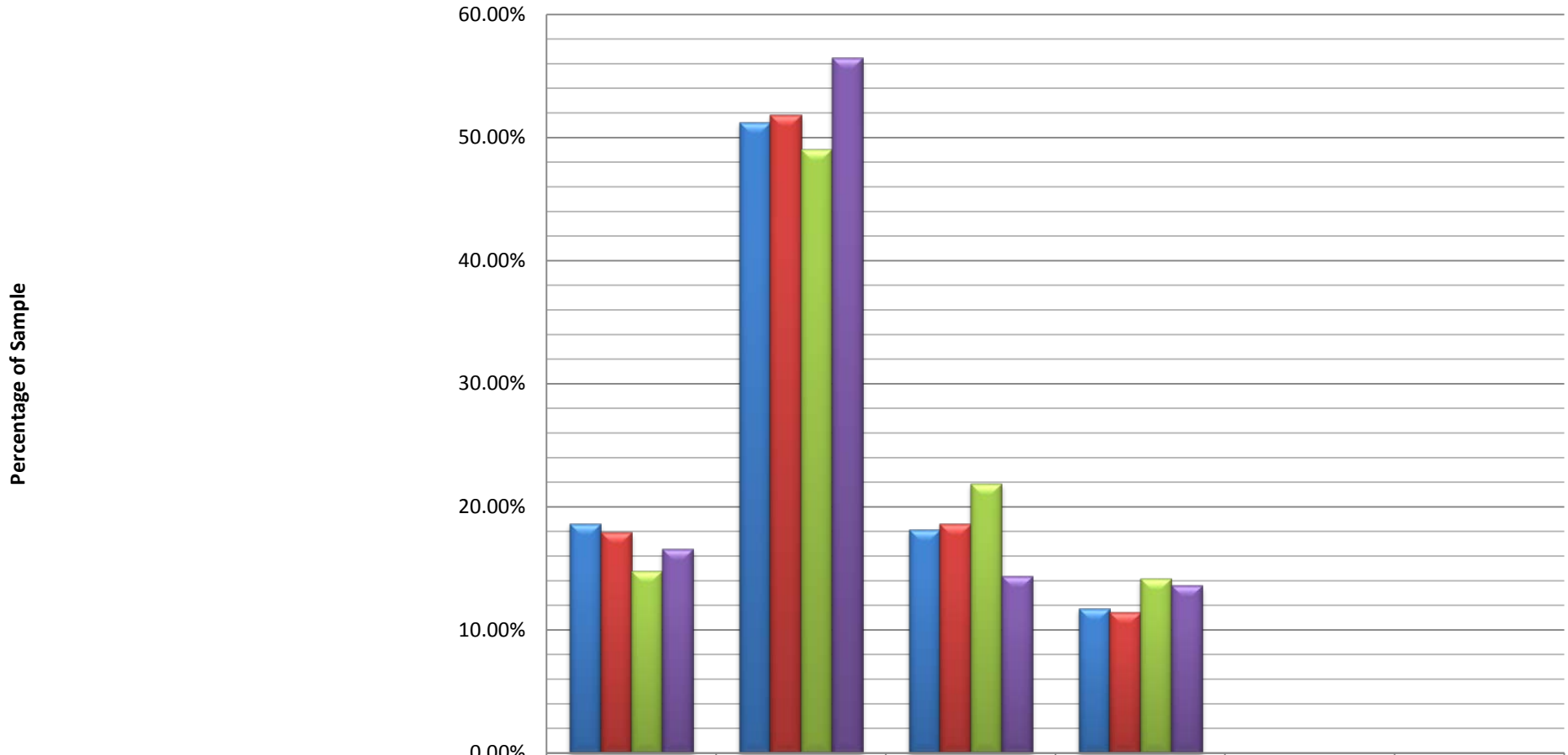
Sample Answering: 7 responses

Q.11 Considering the assessment data from your course(s), what adjustments will you make in order to better fulfill the requirements for the AC designator the next time you teach the course?

- None.
- More emphasis on multiple critical approaches to fiction that stem from the very issues raised by the novels studied.
- more emphasis on performance and oral presentation
- I need to work more on historical context.
- I will teach the course the same way.
- I will teach the course the same way.
- More guidance on rhetorical analysis

Sample Answering: 7 responses

First Year Writing (FW) 188/358 (52.2%)



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Students will demonstrate the ability to read using analytical and evaluative skills necessary for effective development of written argument.	18.70%	51.30%	18.20%	11.80%	0.00%	0.00%
■ Students will demonstrate the ability to use composing skills that support thoughtful planning, drafting, and revising.	18.00%	51.90%	18.70%	11.40%	0.00%	0.00%
■ Students will demonstrate the ability to use writing to construct, and to present, strong arguments.	14.80%	49.10%	21.90%	14.20%	0.00%	0.00%
■ Students will demonstrate the ability to develop coherence in written texts.	16.60%	56.50%	14.40%	13.60%	0.00%	0.00%

First Year Writing (FW)

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses	Assessment Tool
22.2%	Exam(s)
66.7%	Quiz(zes)
0.0%	Standardized/Departmental Tests
55.6%	Homework
22.2%	Project(s)
22.2%	Oral Presentation(s)
77.8%	Writing Sample(s)
33.3%	Portfolio
11.1%	Interview(s)
0.0%	Live Performance(s)
33.3%	Rubrics
11.1%	Other: lab reports

Q.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 FW student learning outcomes?

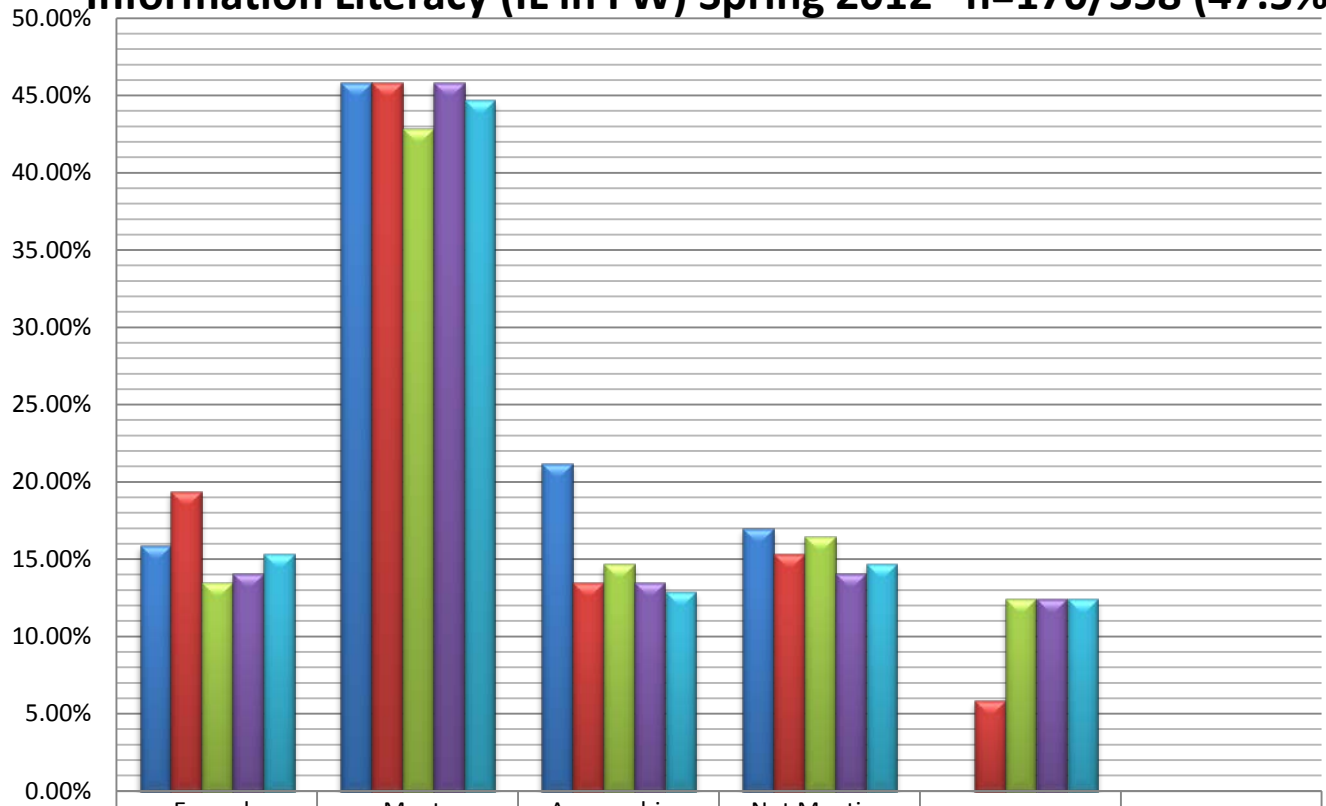
- **Library session and activity, writing assignments, and reading response essays.**
- **Formative assessment of written discourse followed by end of term summative assessment of final portfolios and specific written student self-assessment.**
- **Essay assignments, research essay assignment, directed library research session, class discussion of readings**
- **Writing work is the most effective tool in assessing FW outcomes. The IL modules are the most effective tool in assessing IL outcomes 8-11. Outcome 7 can be assessed in the development of a final paper topic using in-class and/or library sources and in measurement of the final paper.**
- **Research and other essays**
- **student papers after revision, especially the final two papers which asked the students to build on library workshops.**
- **I think the assignments worked. I was able to work closely with the students on audience analysis, different types of writing, style, etc. A major problem was getting some of the students to do the work (also an issue in ANTH 161/LNGS 111). For example, despite repeated reminders, early alerts, encouragement from XXX, who conducted multiple library workshops (these comments also apply to ANTH 161/LNGS 111), a number of students simply did not do the IL tutorials or take the quiz. Many simply do not turn in assignments. I am bewildered by the student who attends regularly but simply fails (despite prodding, encouragement to meet with me, numerous reminders) to turn anything in.**

Q.14 Considering the assessment data from your FW course(s), what adjustments will you make in order to better fulfill the requirements for the designator the next time you teach the course?

- **Have them fill out a midterm self-evaluation form.**
- **Explain more thoroughly the rubrics and informal assessment strategies that I use.**
- **Spending more sustained time on engaging with sources not simply in writing but in analysis. Switching textbooks to one that engages more explicitly with writing as a process of conversation.**
- **I will define the final paper topics more narrowly. I will work on an assignment that better ties the IL modules to the work in class.**
- **No opinion.**
- **This class was frustrating. I plan to revise the assignments to make the students more aware of the need for revision and different ways of approaching revision.**
- **This was a new course for me. I will be fine tuning the writing assignments and the grammar exercises.**

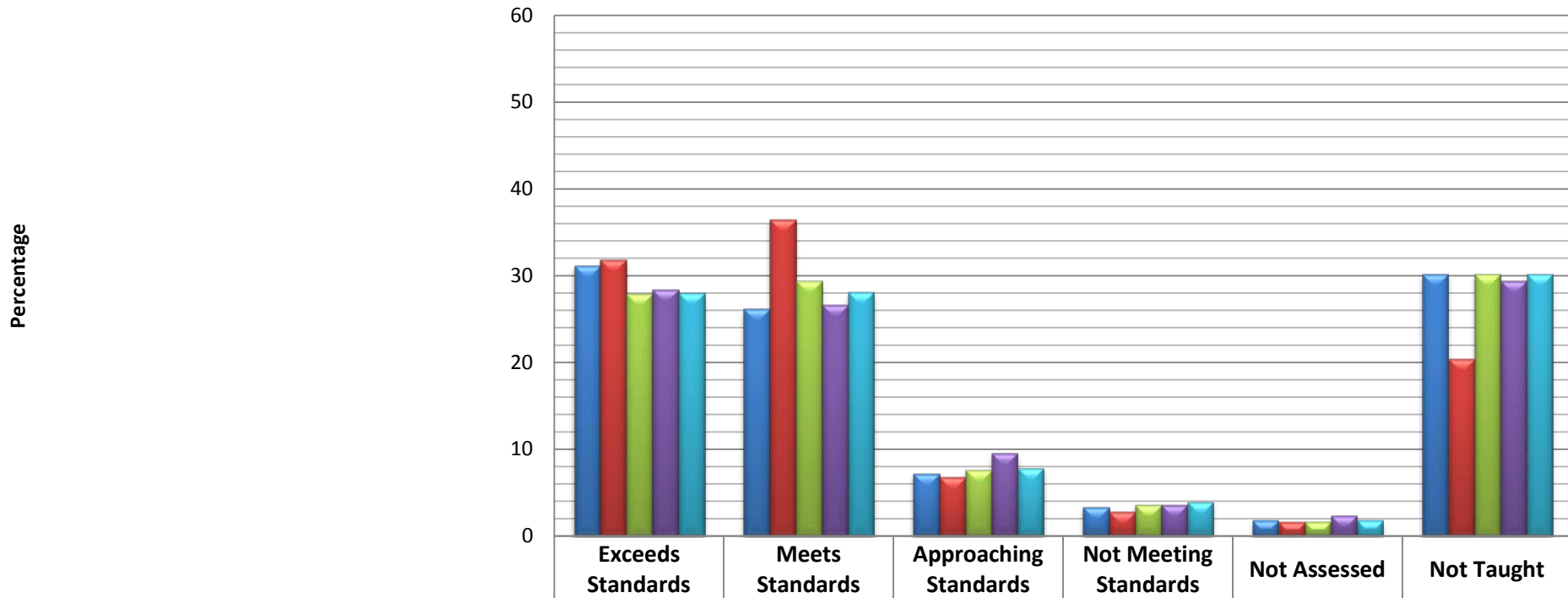
Information Literacy (IL in FW) Spring 2012 n=170/358 (47.5%)

Percentage of Sample



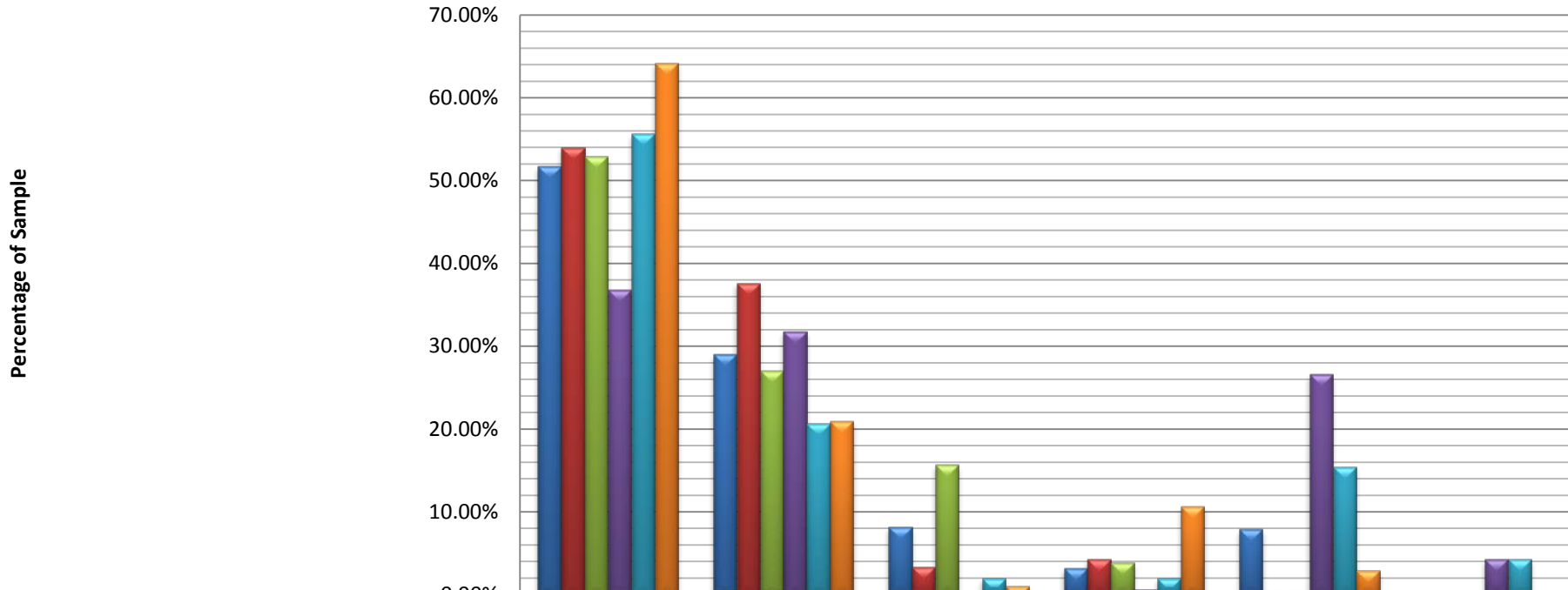
Standard	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Students will demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary.	15.90%	45.90%	21.20%	17.00%	0.00%	0.00%
■ Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web	19.40%	45.90%	13.50%	15.30%	5.90%	0.00%
■ Students will demonstrate knowledge of search strategies suitable for a variety of search tools	13.50%	42.90%	14.70%	16.50%	12.40%	0.00%
■ Students will evaluate search results, select and acquire the most appropriate information source(s)	14.10%	45.90%	13.50%	14.10%	12.40%	0.00%
■ Students will read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered	15.30%	44.70%	12.90%	14.70%	12.40%	0.00%

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

Aesthetic Experiential (AE) 440/1281 (34.3%)



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
■ Students will demonstrate understanding of critical analysis of form and content.	51.70%	29.00%	8.20%	3.20%	7.90%	0.00%
■ Students will demonstrate ability to involve themselves in group and/or individual critical discussion and evaluation of student work.	54.10%	37.70%	3.40%	4.30%	0.50%	0.00%
■ Students will demonstrate ability to investigate conceptual approaches applicable to the medium.	53.00%	27.00%	15.70%	3.90%	0.50%	0.00%
■ Students will demonstrate knowledge of contemporary and historical examples of work in the relevant medium.	36.80%	31.80%	0.00%	0.70%	26.60%	4.30%
■ Students will demonstrate acceptable level of skill in creative problem-solving in the medium.	55.70%	20.70%	2.00%	2.00%	15.50%	4.30%
■ Students will actively participate as audience member in at least one artistic event outside of class (e.g. concert, play, exhibit, reading) during the semester this course is taught.	64.30%	20.90%	1.10%	10.70%	3.00%	0.00%

Aesthetic Experiential (AE)

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses	Assessment Tool
11.1%	Exam(s)
11.1%	Quiz(zes)
0.0%	Standardized/Departmental Tests
55.6%	Homework
77.8%	Project(s)
33.3%	Oral Presentation(s)
66.7%	Writing Sample(s)
11.1%	Portfolio
11.1%	Interview(s)
77.8%	Live Performance(s)
11.1%	Rubrics
33.3%	Other: Surveys; Reflection; assessment during weekly individual lessons

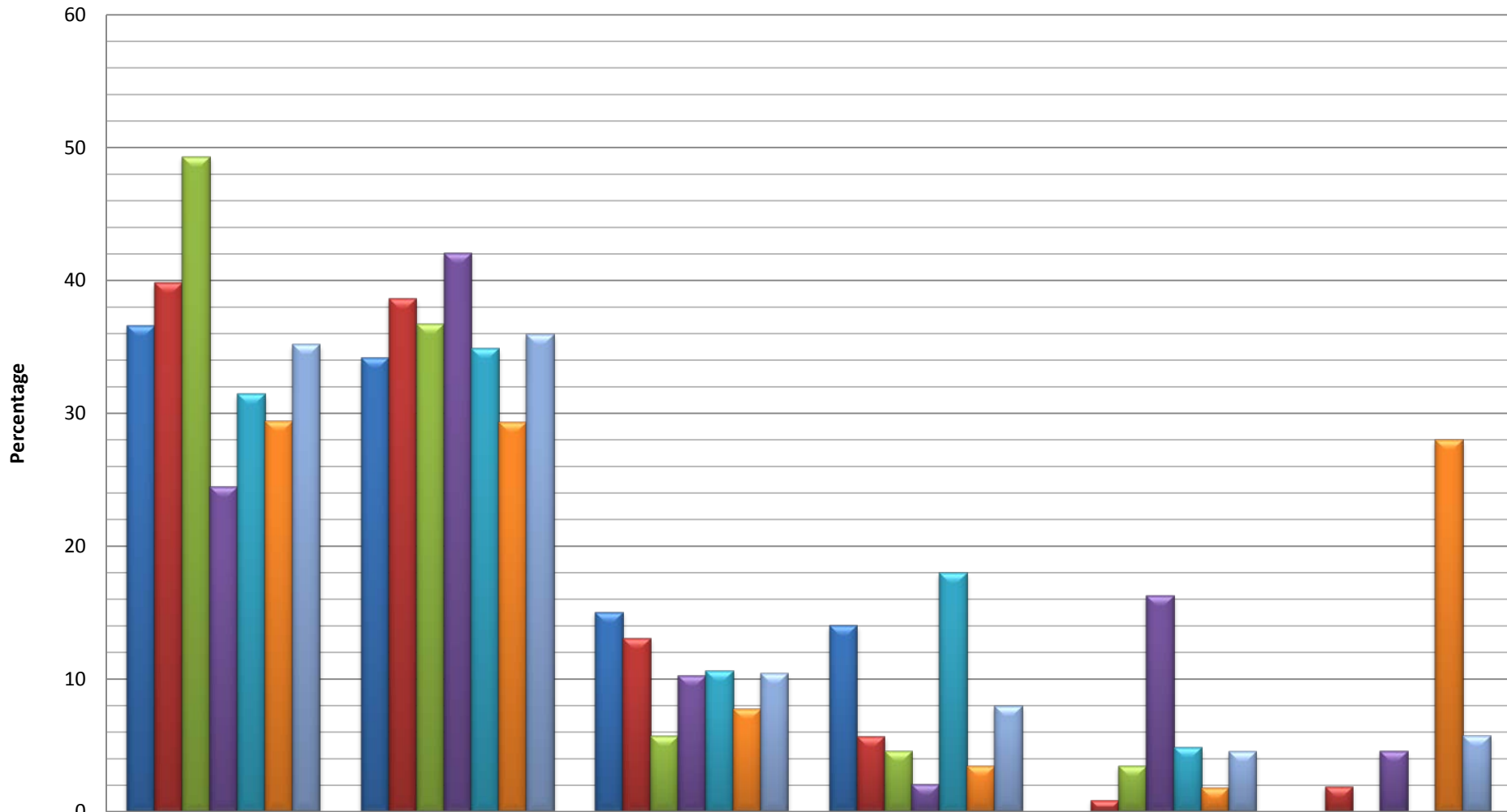
Q.10 What assignments and/or assessment activities did you feel were most effective in generating assessment data to measure the percentage of students who were 'exceeding', 'meeting', 'approaching' or 'not meeting' the AE student learning outcomes?

- Class participation and applying methods learned in class for improving singing. Overcoming nervousness and shyness in order to appear in front of their peers and how this was accomplished.
- Performance based assessment of weekly assignment preparation of musical material for their respective instrument. Level of performance showed understanding and synthesis of comprehension of specific learning outcomes.
- Projects, Oral Presentations, Surveys, and Live Performance
- rehearsals
- In-class critiques and individual critiques
- Observations of lessons, practice assignments
- Semester Project (create your own listening guide) and written concert reports were most effective for assessment data.
- Observation and discussion during weekly individual lessons provides ample opportunity to assess student understanding of material presented and for coaching in problem-solving techniques appropriate to the medium.

Q.11 Considering the assessment data from your AE course(s), what adjustments will you make in order to better fulfill the requirements for the designator the next time you teach the course?

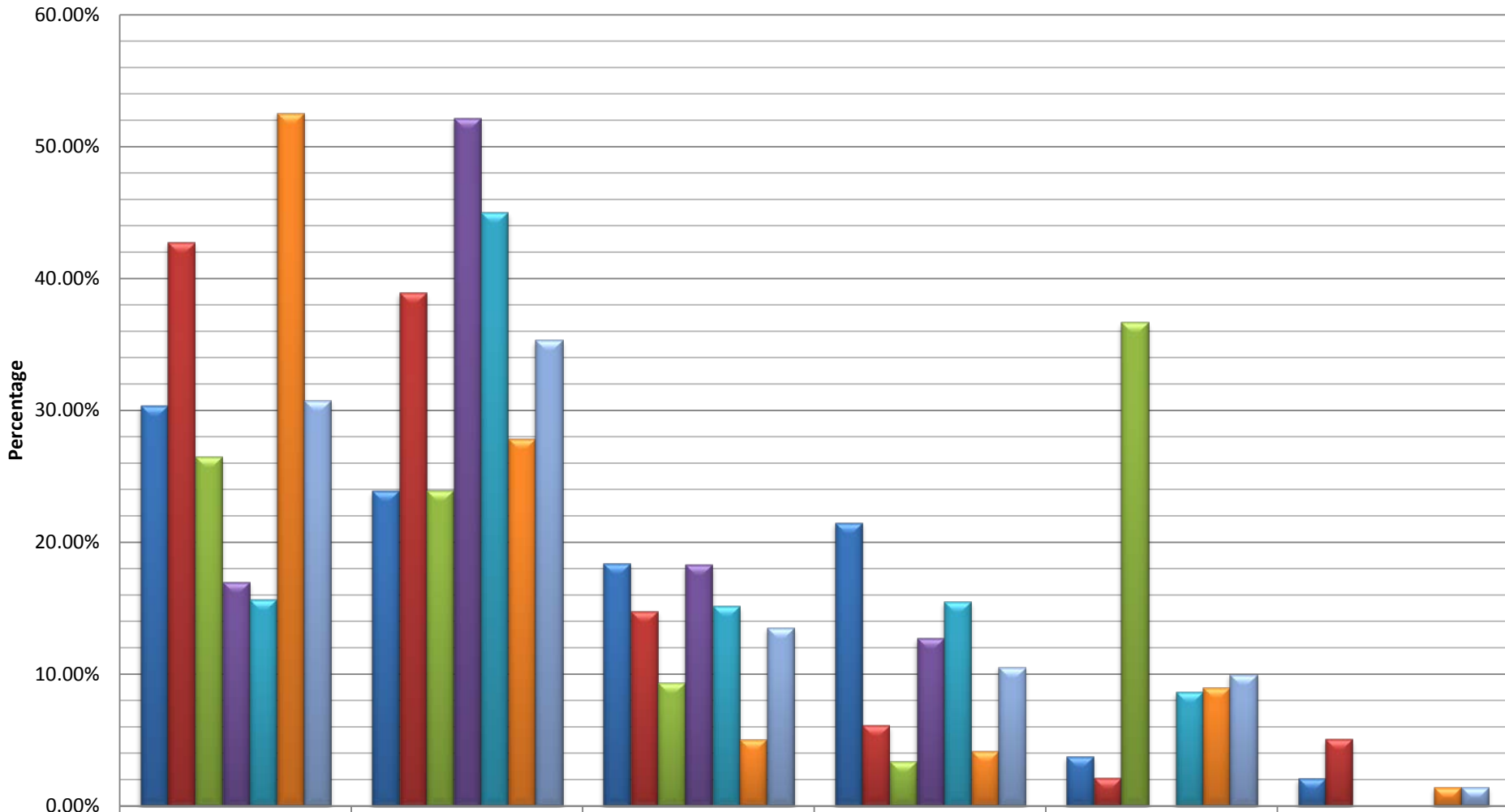
- I allowed much freedom in the performance literature selections this term as an experiment, but I will limit this portion to the text book in the future as this allows me more control over the results. This experiment did not work in all cases.**
- Continue to challenge my students and continue to assess using performance based assessment of weekly assignments.**
- Require rather than suggest attending an outside performance. Adding a "historical performers" element to the projects.**
- need more rehearsal**
- I will add more written assignments and more gallery visits.**
- I will add in a requirement to participate as an audience member in a recital (#8) and assign a written assignment that asks for a historical contextualization of the works heard and/or the repertoire being studied (#6).**
- I need to add a project/assignment to more specifically address item 5 above.**
- Form and content as well as historical and contemporary musical examples are a part of learning any piece of music. However, understanding of this material can not be assessed with the current assignments for the course. I will try to develop an assignment which specifically targets these items.**

Meta-evaluation of Assessment Data for Gen Ed Designators - Spring 2011



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
AH	36.62	34.24	15.1	14.06	0	0
FC	39.83333333	38.7	13.13333333	5.7	0.933333333	1.966666667
FS	49.36	36.78	5.74	4.62	3.5	0
SI	24.53333333	42.13333333	10.33333333	2.1	16.3	4.6
XC	31.475	34.9	10.7	18.05	4.875	0
IL	29.48	29.36	7.82	3.48	1.84	28.08
Overall	35.21694444	36.01888889	10.47111111	8.001666667	4.574722222	5.774444444

Meta-Evaluation of Assessment Data for Gen Ed Designators Spring 2012



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Assessed	Not Taught
SA	30.38%	23.90%	18.43%	21.53%	3.78%	2.13%
WI	42.78%	38.98%	14.83%	6.10%	2.10%	5.08%
AC	26.50%	23.97%	9.38%	3.42%	36.68%	0.00%
FW	17.03%	52.20%	18.30%	12.75%	0.00%	0.00%
IL	15.64%	45.06%	15.16%	15.52%	8.62%	0.00%
AE	52.60%	27.85%	5.07%	4.13%	9.00%	1.43%
Overall	30.82%	35.33%	13.53%	10.57%	10.03%	1.44%

Two Year Comparison of Gen Ed Designators Overall Scores (Spring 2011 & 2012)

