



**Potsdam**  
THE STATE UNIVERSITY OF NEW YORK

**Assessment of Student Learning  
Outcomes Workshop for General  
Education FS/IL Designator  
November 4<sup>th</sup>, 2013  
LTEC**

# Agenda

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

**First Year Speaking [FS]**  
**SPEAKING, REASONING AND RESEARCH (1 course,**  
***minimum of 3 credits*)**

**Objective:** The **FS** course teaches discipline based knowledge of the principles of public speaking emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation methods.

Paramount to the effectiveness of speaking is understanding of the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas.

# SUNY Potsdam SLOs for FS

## **The Student will demonstrate the ability to:**

1. develop clear and focused thesis statements, main points, and sub-points; that are appropriate for the time allocated, the audience, and the occasion;
2. demonstrate understanding of the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;
3. demonstrate understanding of the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas;
4. recognize the similarities and differences between informative and persuasive speaking;
5. Recognize the similarities and differences between written and oral communication, including differences in style, practices of intellectual integrity, and proper citation.

# 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 5 + 5 outcomes as follows:

**1. The Student will demonstrate the ability to develop clear and focused thesis statements that are appropriate for the time allocated, the audience, and the occasion**

- 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 FS 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 FS and IL student learning outcomes?

13a. Have you included explicit instruction beyond the on-line tutorials in Information Literacy skills? Yes \_\_\_\_\_ No \_\_\_\_\_

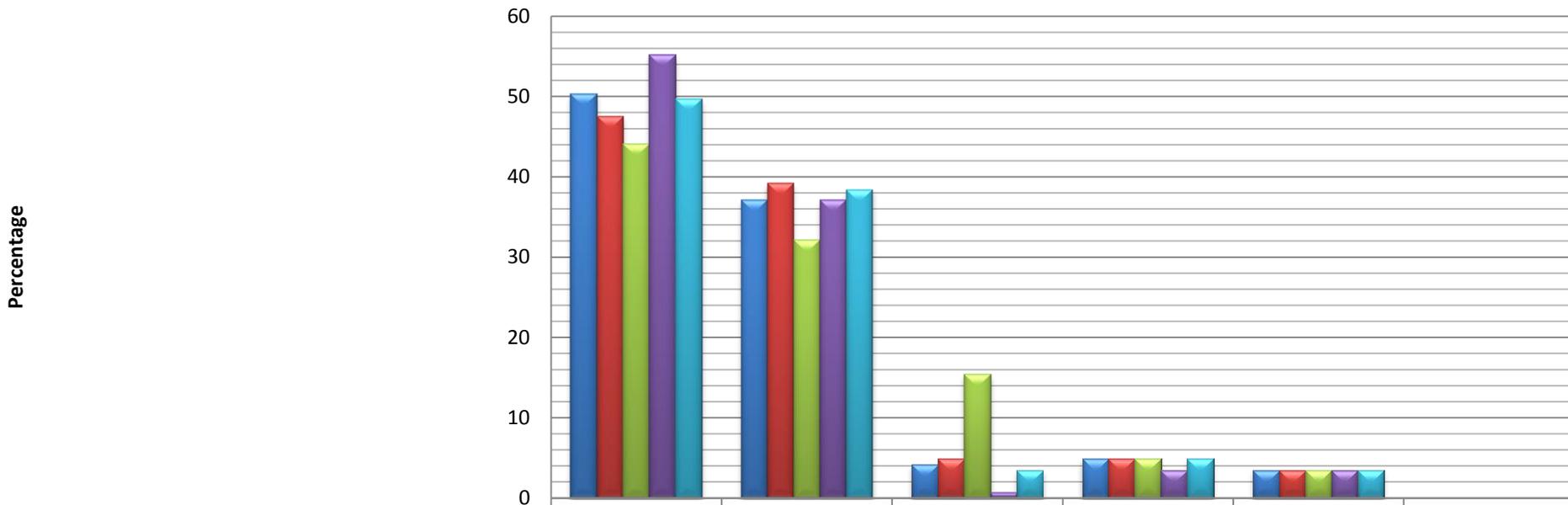
13b. Did you teach it yourself?  
Yes \_\_\_\_\_ No \_\_\_\_\_

13c. Did your class have a library session?  
Yes \_\_\_\_\_ No \_\_\_\_\_

# 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?

# Basic Communication (FS) Spring 2011 143/395 (36.1%)

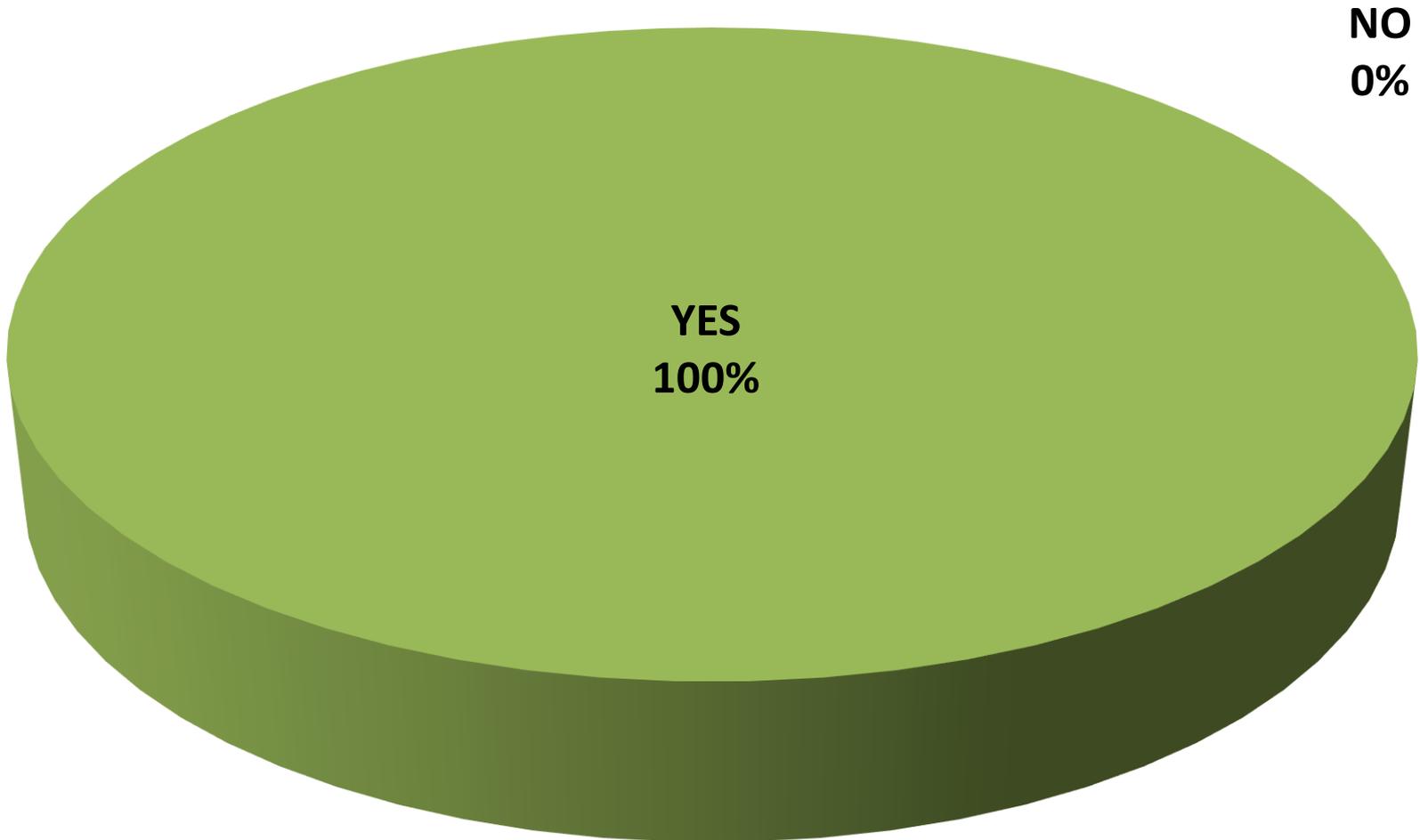


Students will demonstrate:

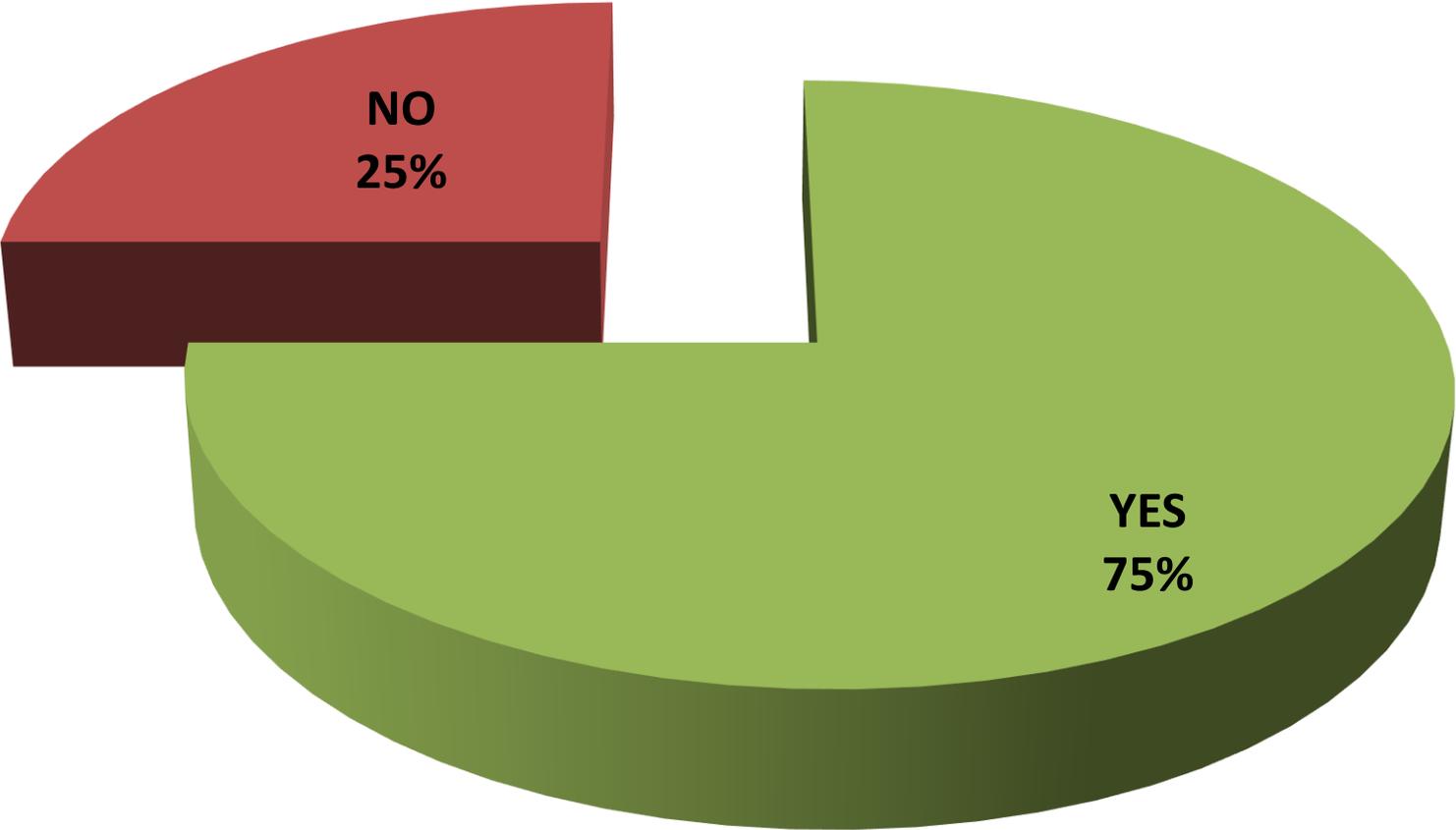
- 1. demonstrate ability to develop clear and focused thesis statements, main points, and sub-points; that are appropriate for the time allocated, the audience, and the occasion
- 2. understanding of the role of evidence (facts, statistics, examples, testimony) in developing a logical argument.
- 3. understanding of the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas
- 4. Students will recognize the similarities and differences between informative and persuasive speaking
- 5. Students will recognize the similarities and differences between written and oral communication, including differences in style, practices of intellectual integrity, and proper citation

|  | Exceeds Standards | Meets Standards | Approaching Standards | Not Meeting Standards | Not Assessed | Not Taught |
|--|-------------------|-----------------|-----------------------|-----------------------|--------------|------------|
| ■ 1. demonstrate ability to develop clear and focused thesis statements, main points, and sub-points; that are appropriate for the time allocated, the audience, and the occasion              | 50.3              | 37.1            | 4.2                   | 4.9                   | 3.5          | 0          |
| ■ 2. understanding of the role of evidence (facts, statistics, examples, testimony) in developing a logical argument.  | 47.5              | 39.2            | 4.9                   | 4.9                   | 3.5          | 0          |
| ■ 3. understanding of the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas  | 44.1              | 32.1            | 15.4                  | 4.9                   | 3.5          | 0          |
| ■ 4. Students will recognize the similarities and differences between informative and persuasive speaking  | 55.2              | 37.1            | 0.7                   | 3.5                   | 3.5          | 0          |
| ■ 5. Students will recognize the similarities and differences between written and oral communication, including differences in style, practices of intellectual integrity, and proper citation | 49.7              | 38.4            | 3.5                   | 4.9                   | 3.5          | 0          |

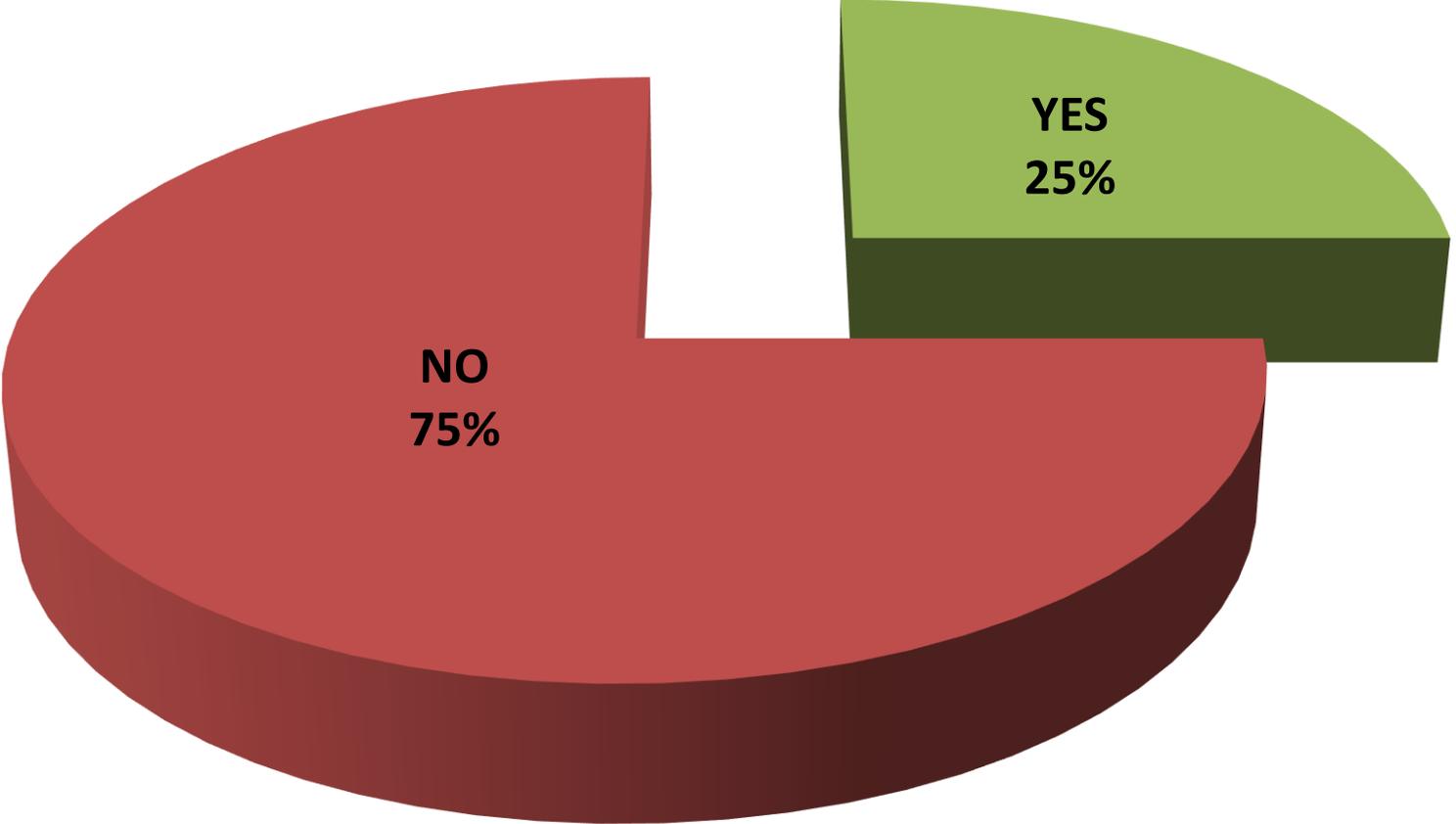
**Spring 2011 - In your FS course(s) have you included explicit instruction beyond the on-line tutorials in Information Literacy skills?**



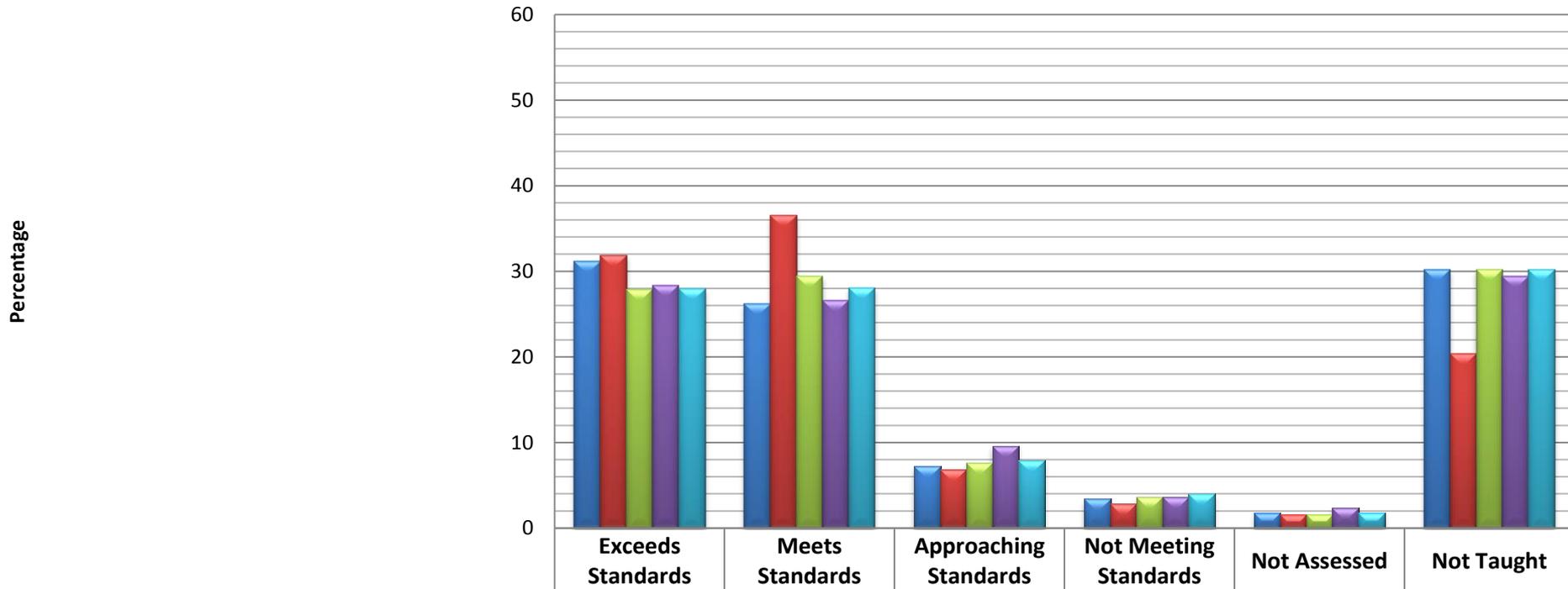
**Spring 2011 - In your FS course(s) did you teach  
Information Literacy skills yourself?**



**Spring 2011 - In your FS course(s) did your class have a Library session on Information Literacy skills?**



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



|  |      |      |     |     |     |      |
|--|------|------|-----|-----|-----|------|
| <p><b>1. Students will demonstrate ability to draft research questions from a broad initial topic and derive suitable search vocabulary. (36.5%)</b></p>   | 31.2 | 26.2 | 7.2 | 3.4 | 1.8 | 30.2 |
| <p><b>2. Identify and access appropriate information resources, such as library catalog; library subscription data bases; and the free web (42.7%)</b></p> | 31.9 | 36.5 | 6.8 | 2.8 | 1.6 | 20.4 |
| <p><b>3. Students will demonstrate knowledge of search strategies suitable for a variety of search tools(37.4%)</b></p>                                    | 27.9 | 29.4 | 7.6 | 3.6 | 1.6 | 30.2 |
| <p><b>4. Students will evaluate search results, select and acquire the most appropriate information source(s) (37.9%)</b></p>                              | 28.4 | 26.6 | 9.6 | 3.6 | 2.4 | 29.4 |
| <p><b>5. Students will read, analyze, synthesize, cite and report back relevant information or data obtained from the sources gathered (36.5%)</b></p>     | 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. develop clear and focused thesis statements, main points, and sub-points; that are appropriate for the time allocated, the audience, and the occasion;
2. demonstrate understanding of the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;
3. demonstrate understanding of the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas;
4. recognize the similarities and differences between informative and persuasive speaking;

# Discussion of Best Practices in Assessing Student Learning Outcomes

## **The Student will demonstrate the ability to:**

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

# Questions?

