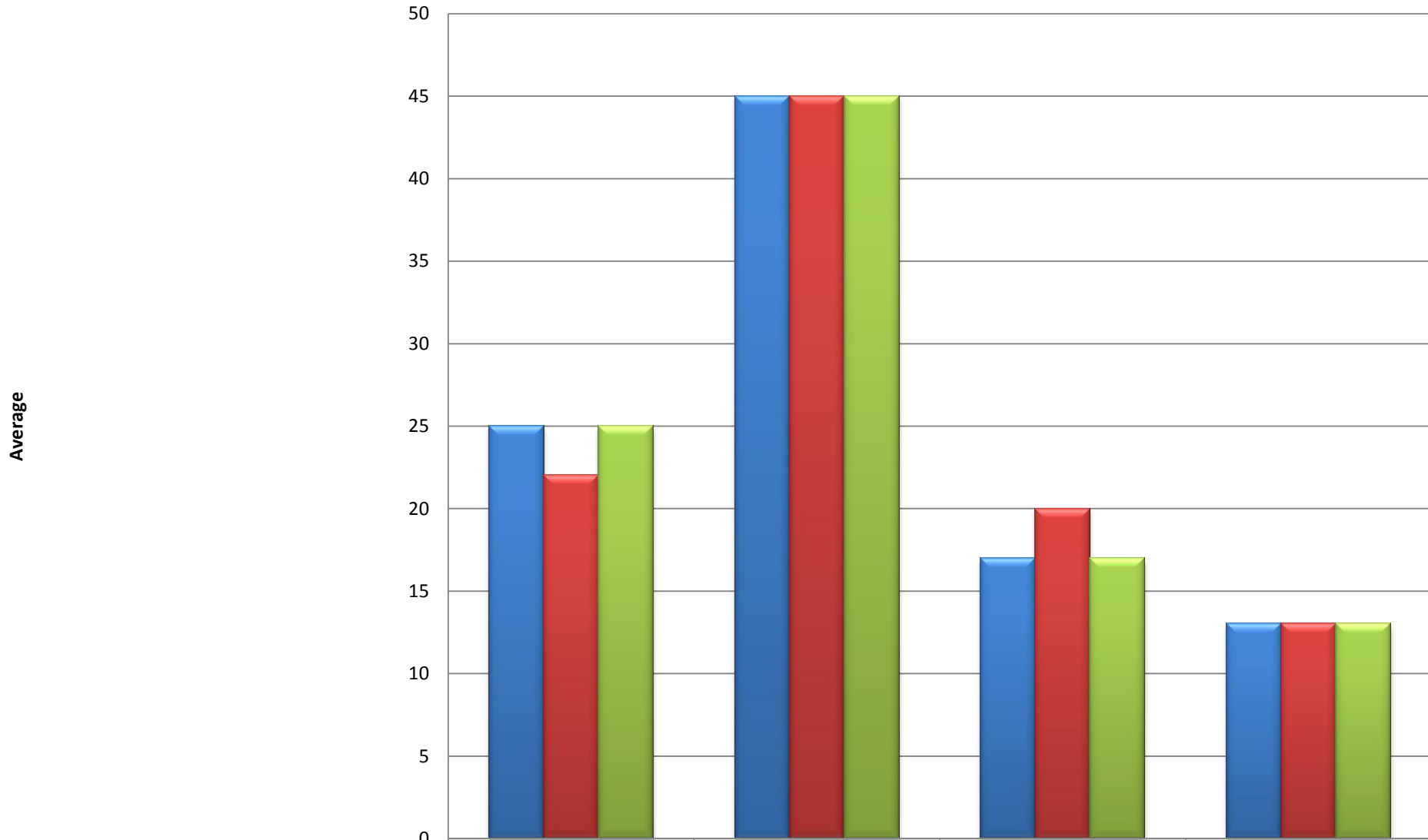# General Education Committee Assessment of Designated Courses

Presentation

February 5, 2009

Dr. Bruce Carl Brydges

American History AH Designator Fall 08 n=157 using Scores Adjusted for Outliers

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards
■ Knowledge of Basic Narrative of American History	25	45	17	13
■ Knowledge of Common Institutions	22	45	20	13
■ America's evolving relationship	25	45	17	13

American History

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

Percent of Total Responses n=4	Assessment Tool
75%	Exam(s)
50%	Quiz(zes)
0%	Standardized/Departmental Tests
0%	Homework
0%	Project(s)
0%	Oral Presentation(s)
75%	Writing Sample(s)
0%	Portfolio
0%	Interview(s)
0%	Live Performance(s)
0%	Rubrics
50%	Other :Document-based essays; Online discussions

American History

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' AH outcomes?
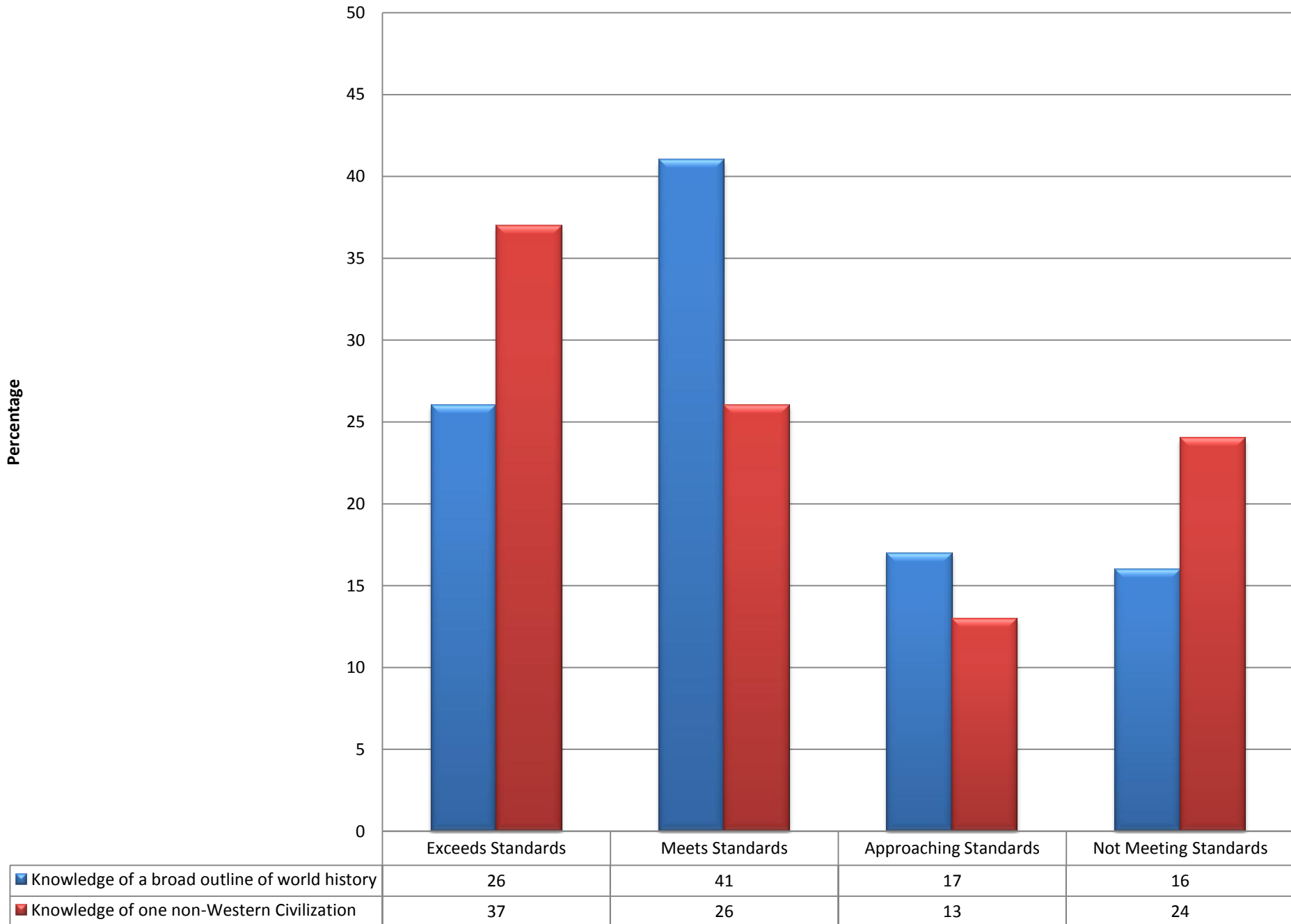
- **Writing Samples**
- **Periodic tests to assess learning of relevant concepts and facts related to understanding of the broad sweep of American history and papers to assess learning and skills associated with historical analysis of primary sources.**
- **Exams**

American History

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

- I'm not teaching this course again

- Data are as yet insufficient to form any reasonable conclusion for changes

- QUIZZES

- The department is working on a version of Hist 201/202 specifically tailored to meed Gen Ed SLOs.

Other World Civilizations XC Designator Fall 08 n=292

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards
Knowledge of a broad outline of world history	26	41	17	16
Knowledge of one non-Western Civilization	37	26	13	24

Other World Civilizations XC
Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses n=10	Assessment Tool
80%	Exam(s)
60%	Quiz(zes)
0%	Standardized/Departmental Tests
60%	Homework
60%	Project(s)
50%	Oral Presentation(s)
60%	Writing Sample(s)
0%	Portfolio
0%	Interview(s)
30%	Live Performance(s)
0%	Rubrics
80%	Other :In-class discussions; speeches; debates; topic paper; research poster related to research project.

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' XC outcomes?

- Over 50% of the material was written and was the most useful assessment of their ability to learn the material assigned in class as well as their own independent learning.
- "Exams
- "Research paper
- Their objective exams and class discussions.
- "essay tests
- "The quizzes
- debates
- "1) Essay exams 2) Weekly reaction papers (actually
- Oral Presentation because students had to focus on specific features of culture involved and engage critically with the material.
- "Quizzes

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

- I will assign certain readings to better cover certain aspects of history and culture as well as improve my lecture in those areas as well.

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- To be able to have verbal presentations and papers, I would need to return to having a much smaller class. However, I believe that reaching the number and cross-section of students who take this course is a positive trade-off for using objective exams.

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- This semester I had adjusted the syllabus and the assessment instruments, and I am pretty satisfy with the results. Nevertheless, I will be adding a rubric to the speeches.

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

- 1) stress the importance of basic skills (reading, writing, time management, etc.) to students at the start of the semester, and strongly suggest that students strive to improve their skill levels both in my course and via other college services such as the Writing Center.

- 2) continue to find ways to emphasize the course's overall themes and help students understand how each day's material fits with the overall themes.

- 3) continue to seek good texts (that is, non-eurocentric and not overly expensive) to use.

- 1) Stress the importance of completing assignments, throughout the semester.

- 2) Teach this as an honors course again!

- Reinforce more historical features of the culture to highlight new developments.

- One requirement seems to be that students "demonstrate knowledge of the distinctive features of the history, institutions, economy, society and culture, etc. of one non-Western Civilization". This is a requirement that I am not sure a course on International Human Rights can and should fulfill. Students are not learning about ONE civilization, but how different cultural and political positions have influenced and make use of the International Human Rights framework. Occasional case studies may illustrate a specific state/civilization and its human rights situation, but this is not meant to be an in-depth study.

Basic Communication FS Designator Fall 08 n=340
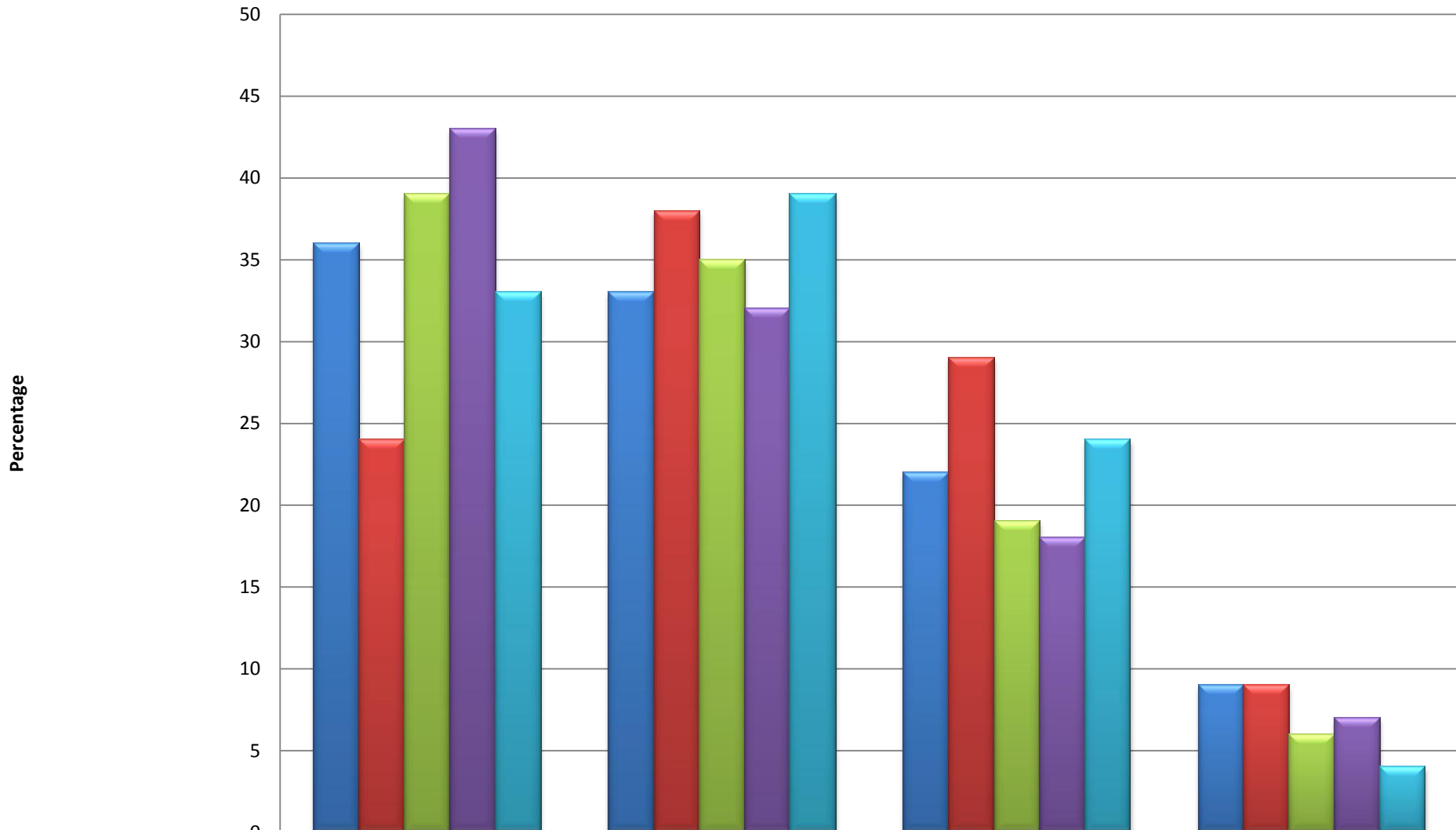
	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards
Produce Coherent Text	36	33	22	9
Revise and Improve Text	24	38	29	9
Research, Develop,Organize	39	35	19	6
Oral Prficiency	43	32	18	7
Evaluate oral presentation	33	39	24	4

Designator : FS Fall 08
Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses n=11	Assessment Tool
36%	Exam(s)
45%	Quiz(zes)
0%	Standardized/Departmental Tests
55%	Homework
45%	Project(s)
91%	Oral Presentation(s)
45%	Writing Sample(s)
0%	Portfolio
18%	Interview(s)
36%	Live Performance(s)
27%	Rubrics
36%	Other :Tests; self-evaluations of group; research outlines and critical thinking activities; impromptu activities

Q.9 Assessment tool(s) used to assess the SUNY Learning Outcome(s):

- TEST
- self-evaluation of group
- research outlines and critical thinking activities
- impromptu activities

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 FS outcomes?

• TEST
 • WritingDebates
 • Speeches; 5-page papers The main reason for failure
to attain standards was failure to do the work; in fact, all
but one of these students stopped coming to class before the
end of the semester.
 • Formal speeches.
 • 2 researched speeches and the many impromptu class activities
encourage the student to develop public speaking skills.
The grading system is a point based system, which together,
meet the full roster of FS skills - but only if the student participates fully.

• Students that "buy into" the teaching methods will accumulate points.
The course is process oriented and the entire process that includes written
outlines, research homework, speech preparation and presentation,
peer reviews, impromptu activities, the library visit - should together be an
effective way to meet outcomes for FS. Additionally, a strictly enforced
attendance policy "forces" students to stay lively in the process, including
watching two DVD recordings of their speeches for analysis, thus prompting
a growth measurement. At the end of the semester I ask students to measure their
progress from their first speech to their last speech in a written paper.

- The quizzes and final exam, as well as the term paper, were effective in determining if the student was understanding the course material, and whether s/he was able to apply learned principles to objects encountered outside of the textbook.
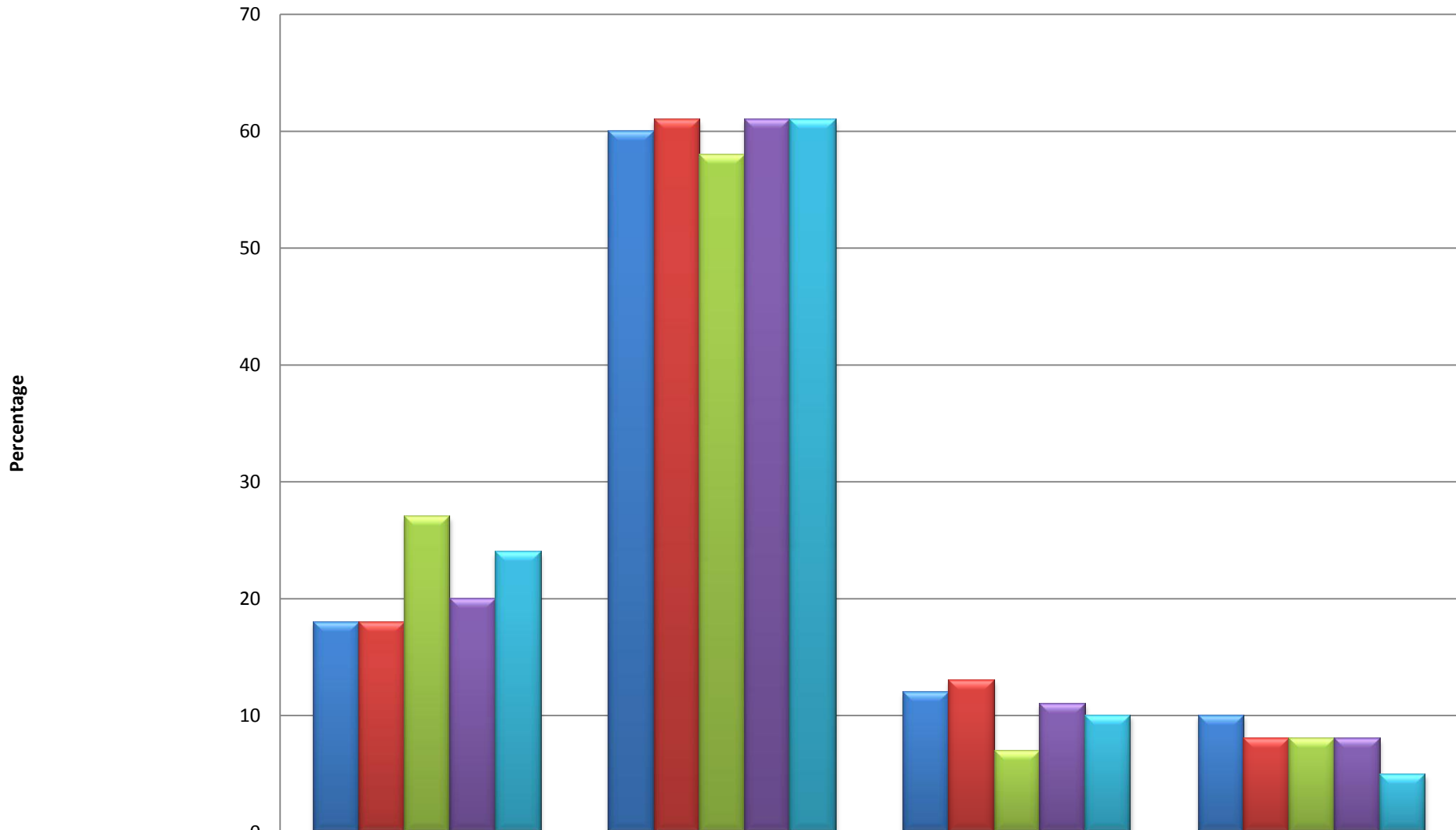- speeches, oral presentations
- Both the first informative speech and the second collaborative project worked well. Each student had to grade one other student using a rubric they had been given in advance.
- Five student speeches, written peer evaluations, and quizzes on course material.

Speaking Intensive SI Designator Fall 08 n=306

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards
■ Produce Coherent Text	18	60	12	10
■ Revise and Improve Text	18	61	13	8
■ Research, Develop,Organize	27	58	7	8
■ Oral Prficiency	20	61	11	8
■ Evaluate oral presentation	24	61	10	5

9. Assessment tool(s) used to assess the SUNY Learning Outcome(s):
SI Fall 08

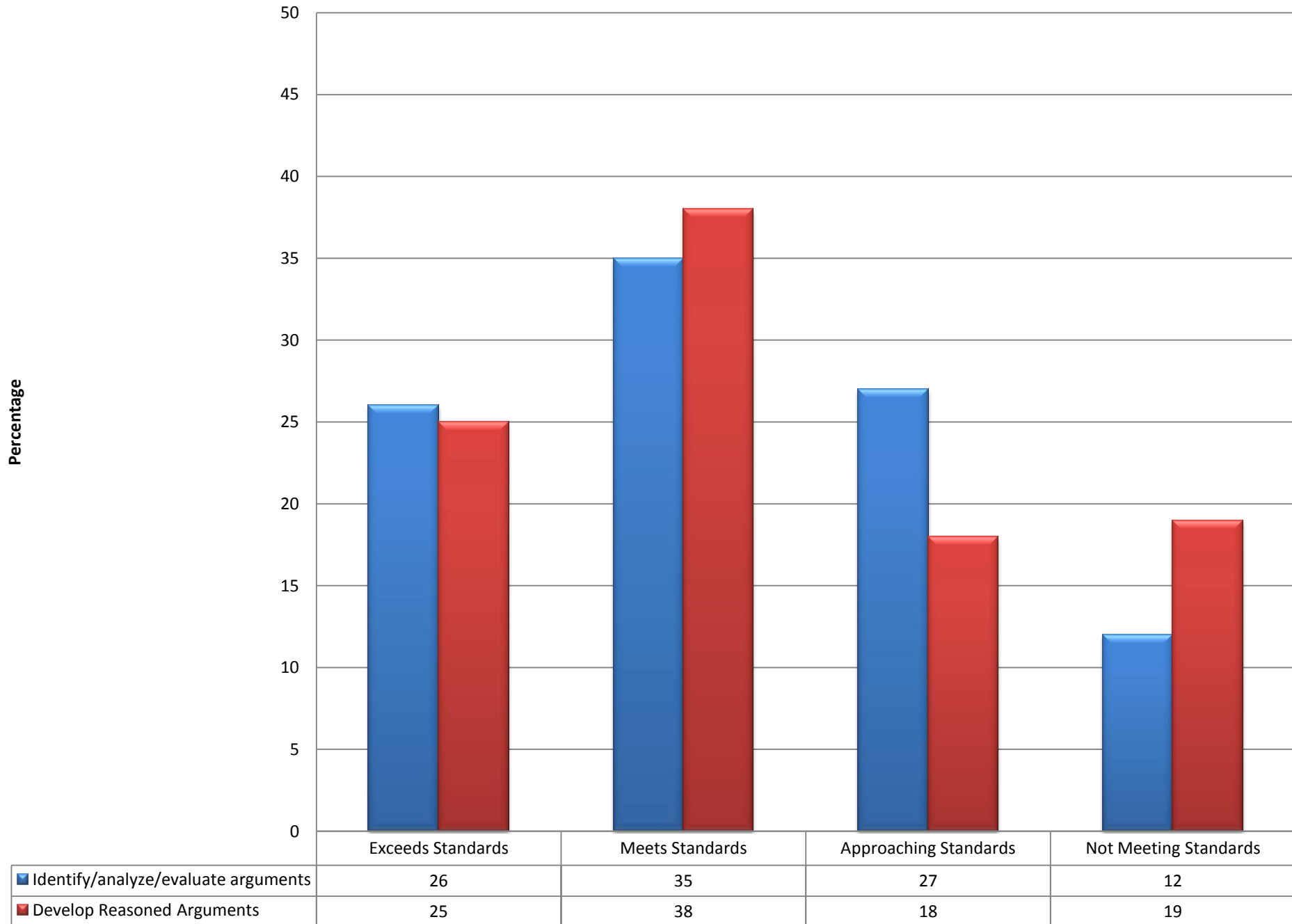| Percent of Total Responses n=18	Assessment Tool
33%	Exam(s)
22%	Quiz(zes)
0%	Standardized/Departmental Tests
61%	Homework
61%	Project(s)
89%	Oral Presentation(s)
72%	Writing Sample(s)
28%	Portfolio
11%	Interview(s)
28%	Live Performance(s)
33%	Rubrics
39%	Other :Evaluation of other speakers; class discussion; Teacher Work Sample; Observations; Case briefs and presentations regarding the content of the specific court cases.

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' SI outcomes?

- Quality of and improvement in oral presentations.
- Oral Presentations
- Various written assignments including reflection journals that were the basis of several oral presentations as well as a term paper.
- "Speeches
- The rubric I had the students use to evaluate each other was most effective. A similar rubric used by me to evaluate them was also useful.
- UDL
- UDL
- UDL
- Oral presentations
- "lesson presentations
- "quizzes
- Presentations
- Oral presentations and live performances graded with rubrics.
- UDL
- "oral interviews
- Presentations (for SI designation)
- Case briefs and presentations regarding the content of the specific court cases.

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

- "None. I feel students really have a chance to improve their speaking in a safe and nurturing environment. It would be nice to have them do presentations on research data they have collected
- Insist on more rigorous critiquing by students
- Make sure to specify minimum criteria for successful completion of an oral project.
- weekly reading reactions (which including reacting to speech texts)
- I may try to view at least the outline of presentations before the students give them. But the 'time crunch' of reviewing them in a timely manner is always a big concern.
- Lesson Plans
- I will use a new rubric to evaluate presentations.
- guided inquiry worksheets
- culminating project assignment
- "analytical presentations
- spread the oral presentations out over a longer period of time.
- quizzes and observation of informal presentations and interaction in the target language generated ample evaluation data."
- Difficult to answer since student performance/motivation are sometimes out of my control!
- "The class was primarily focused around case preparation. As a law course
- you teach the course."

Critical Thinking (Reasoning) FC Designator Fall 08 n=176

	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards
Identify/analyze/evaluate arguments	26	35	27	12
Develop Reasoned Arguments	25	38	18	19

Percentage

9. Assessment tool(s) used to assess the SUNY Learning Outcome(s):
FC Designator – Fall 08

Percent of Total Responses n=8	Assessment Tool
75%	Exam(s)
75%	Quiz(zes)
0%	Standardized/Departmental Tests
75%	Homework
13%	Project(s)
13%	Oral Presentation(s)
13%	Writing Sample(s)
50%	Portfolio
0%	Interview(s)
0%	Live Performance(s)
13%	Rubrics
25%	Other :Term Papers; In-class group work;

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' SI outcomes?

Daily Quizzes, term papers, final exam,

The at-home exercises that had them evaluate source data. One had them analyze websites and the other had them watch a movie which they compared with a more academic source

Because the course was an introduction to thinking critically about literature, analytic argument papers about the readings were most effective in measuring whether or not students understood the readings and how well they were able to articulate their critical insights.

Logic portfolios and final exam

Writing Samples

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

Revise and refine the language of the rubrics.
I will combine argument papers and oral presentations. I have used oral presentations in the past but they produce uneven results. However, the ability to articulate orally one's analysis of the material is something students need to practice. The in-class group activities allowed for some practice but I would like to make it a larger part of the class in the future.
I would do the web tutorial earlier in the semester.

Ten Closing the Loop Questions!

- The campus disseminated assessment data to appropriate faculty/staff for review.

- Appropriate faculty/staff members met to discuss assessment results in relation to intended learning outcomes and relative to *a priori* standards, and reached reasonable conclusions regarding programmatic strengths and weaknesses.

Closing the Loop!

- Faculty/staff made recommendations for curricular/teaching changes based on documented assessment results.

- Changes in curriculum and/or teaching were actually implemented as a result of faculty discussions and recommendations.

- Closing the loop process clearly and logically leads to the next assessment round .

Closing the Loop!

- Department/program had mechanisms in place for documenting assessment results, closing the loop process, and intended changes resulting from the assessment results.

- Closing the loop process includes planning as appropriate for ongoing professional development activities for faculty and staff.

Closing the Loop!

- There is clear institutional support (e.g., financial support) for departments/programs that wish to make improvements based on assessment results.

- The assessment process itself is evaluated and revised based on the previous assessment round (and approved, as appropriate, by campus governance).

- Assessment results are disseminated to the larger campus community.