

Introduction

The purpose of this document is to compile various assessments in the required areas of general education at Buffalo State so that instructors, staff and administrators can review strengths and weaknesses in student performance and discuss ways to promote student learning. General Education is called “Intellectual Foundations” at Buffalo State and will be so called in this document.

Multiple measures are used to assess the various areas of Intellectual Foundations which include analyses of student written work using rubrics, objective tests, standardized and benchmarked national assessments, surveys, etc. For lack of a better term, these will be called “dashboards” but that is not to imply that student learning can be captured solely by quantitative measure. Rather this is an attempt to present facts gleaned from several assessments and to encourage evidence-based conversations that lead to recommendations, contribute to Intellectual Foundations program review and ultimately contribute to enhancing student learning.

Everyone is encouraged to review these dashboards and use the information contained within in whatever ways seem most appropriate. Suggestions include:

- Refer to the general education area in which you teach a course (or courses) and review the assessment information. Afterwards, think of ways you might enhance student learning.
- Volunteer to join an Intellectual Foundations Outcomes and Assessment Committee (OAC) in an area where you teach.
- Contact the Assistant Dean of Intellectual Foundations Office with suggestions for improving assessment in general education.
- Join a workshop or discussion group offered by Professional and Faculty Development.
- Get in touch with your Associate Dean for discussion groups in areas taught by your school

This information was used in the general education program review process that resulted in a revised general education program in 2006 (Intellectual Foundations) and again in the review of IF in 2010-2012. Similarly, many changes were made in individual content areas over this period of time—ranging from hiring 4 full time faculty in the writing program to course revisions/additions/deletions, etc. as a result of the assessment reported here. Also, the Faculty and Professional Development Center has offered many workshops and focus groups for faculty that address not only teaching and learning but assessment as well. Lastly, CASTL has been engaged for several years in a study on academic rigor. This stemmed directly from the results of several administrations of NSSE.

I hope you find the information in each dashboard meaningful and useful. Please do not hesitate to contact the Curriculum and Assessment office should you have questions or comments about this document or about student learning outcomes assessment in general.

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Dashboards Contained in this Document*

Arts

Basic Communication: Writing and Oral Communication/Writing Across the Curriculum

Diversity

Foreign Language

Foundations of Civilizations: American History, Western Civilization and Non-western Civilization

Foundations of Inquiry (BSC 101): Critical Thinking and Information Management

Humanities

Mathematics/Quantitative Reasoning

Natural Sciences

Social Sciences

It is important to keep in mind that learning outcomes were refined/changed with the implementation of the new Intellectual Foundations (general education) program effective fall, 2006 and again, some were changed following the 2010-2012 program review.

Dashboards

These dashboards contain assessment information for use by faculty, assessment committees, staff and administrators who wish to obtain information about the status of student learning in each area. The purpose of the dashboard is to offer a snapshot of various assessments. Those who view the dashboards are encouraged to review all of the information, ask questions and make conclusions with regard to how to enhance student learning at Buffalo State.

Outcomes and Information

Portfolios

Every three-five years, faculty committees (OAC) conduct assessments in each content area of Intellectual Foundations and submit a report. Faculty are chosen for these assessment committees based upon one criteria: they must teach at least one course in the area to be assessed. Multiple measures have been used including: rubrics for student work product, standardized tests, locally developed tests and surveys/focus groups/etc. depending on the outcomes to be assessed. Classes and students are selected at random for inclusion in any particular cycle of assessment.

NSSE (National Survey of Student Engagement)

The NSSE has been administered to freshmen and seniors at Buffalo State in 2006/07, 2008/09, 2011/12 and 2014-15. Targeted NSSE results are coupled with other assessment methods and included in the dashboards.

SUNY SOS (Survey of Student Satisfaction)

The SOS was administered to a random sample of all undergraduate students in 2003/04, 2006/07, 2008/09, 2011/12 and 2014/15. Targets results are coupled with other assessment methods and included in the dashboards.

CLA (Collegiate Learning Assessment)

The CLA has been administered to freshmen and seniors in 2007/08, 2009/10 and 2011/12. (The 2009/10 administration did not yield enough seniors with Entering Academic Ability scores to provide a valid comparison). The CLA+ was administered to freshmen in 2014. The CLA is used for assessment in writing, critical thinking and quantitative reasoning.

Alumni Survey Results

Alumni who graduated one to one and a half years ago complete this survey. The alumni are asked how well they were prepared in various learning outcomes while at Buffalo State. (The survey in 2010/2011 was greatly shortened and did not include learning outcomes in an attempt to see if the response rate would increase by using a very short survey. It did not and outcomes will again be included going forward.)

Other

In addition to these regularly scheduled surveys, the FSSE (Faculty Survey of Student Engagement) was administered to all regular faculty members in 2006/07 and 2014/15. This survey is not administered as often as the NSSE because faculty turnover is slower. FSSE numbers are not included here but available on the assessment website.

CLASSE (Classroom Survey of Student Engagement) was administered in 2006 to instructors in the Writing Program as a pilot. The CLASSE was administered and returned to participating faculty through the CASTL (Carnegie Academy for the Scholarship of Teaching and Learning) program. A focus group was conducted with the participating faculty by CASTL leadership.

Outcomes and Information: Writing

Student portfolios from BSC 102 include the following:

- Letter of reflection: personal writing in which the student introduces the portfolio and reflects on the content of the portfolio, development as a writer during the class and discusses future goals in writing
- An in-class essay: An essay based on thematic readings and written during one class period;
- A Process Set: A formal paper which demonstrates the essay's progression from early prewriting to final draft
- A formal research paper with process set demonstrating the writer's use of resource materials and proper citation format. Process materials will demonstrate student competence in the writing process: prewriting, drafting, revision and final editing.

The student portfolios are collected by instructors in the writing program and include two copies of the research/process sets. One copy of the above research/process sets is collected by the Writing Program Director. Twenty percent of these are selected randomly and delivered to faculty readers for assessment according to a rubric designed by faculty across SUNY.

Institutional Outcomes

Institutional Student Learning outcomes at Buffalo State include the following:

- Basic Communication: Writing
- Critical Thinking
- Information Management
- Diversity

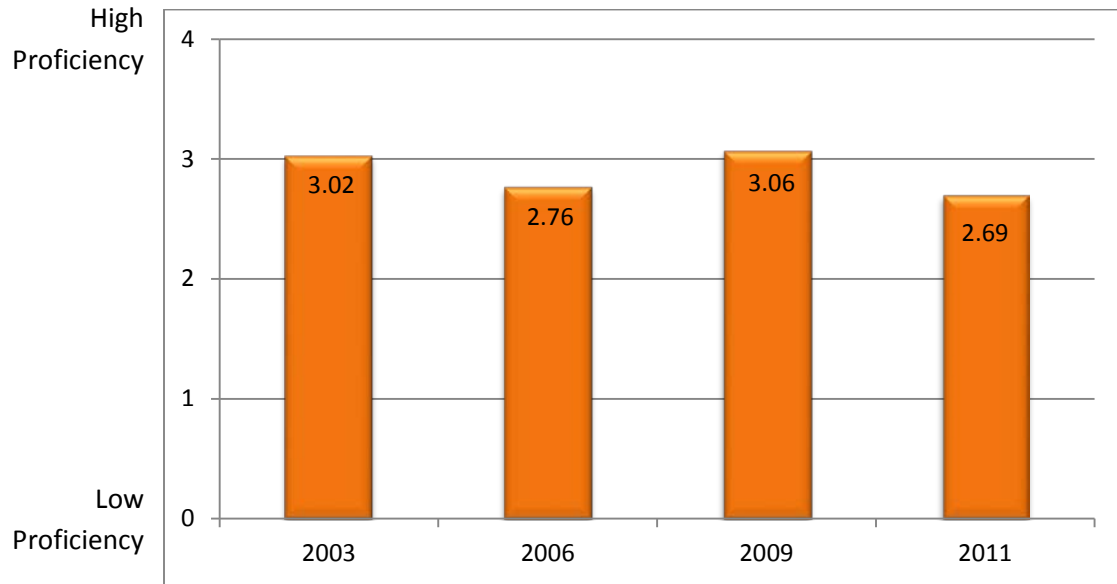
Assessment for these outcome areas are reported here. They are not only assessed at the introductory level in Intellectual Foundations but also across the curriculum in all major programs.

Basic Communication

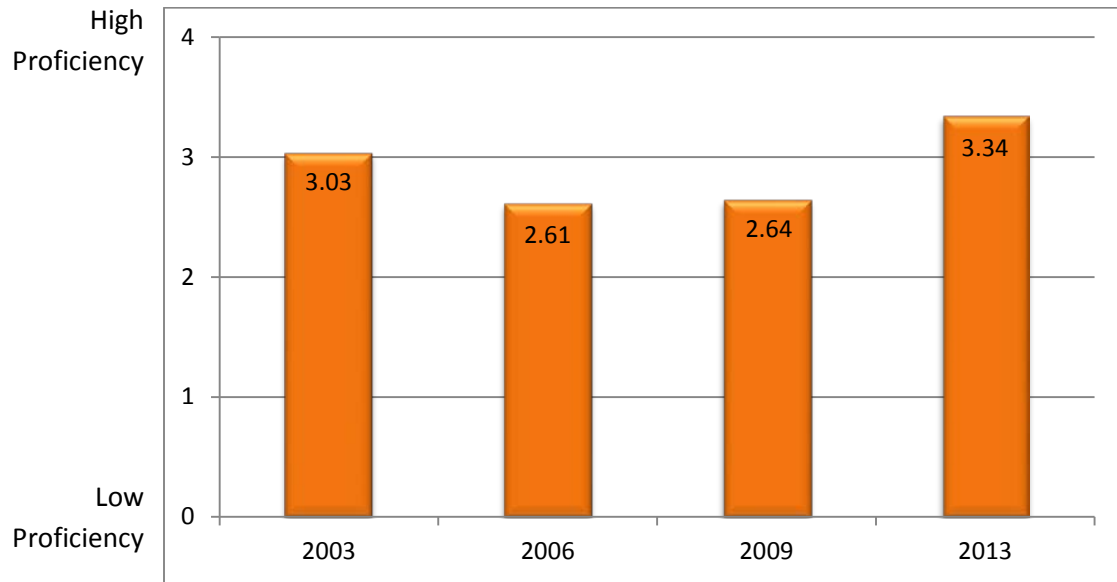
Writing and Oral Communication

Portfolio Assessment
CLA [Collegiate Learning Assessment]
NSSE (National Survey Student Engagement)
Institutional Assessment

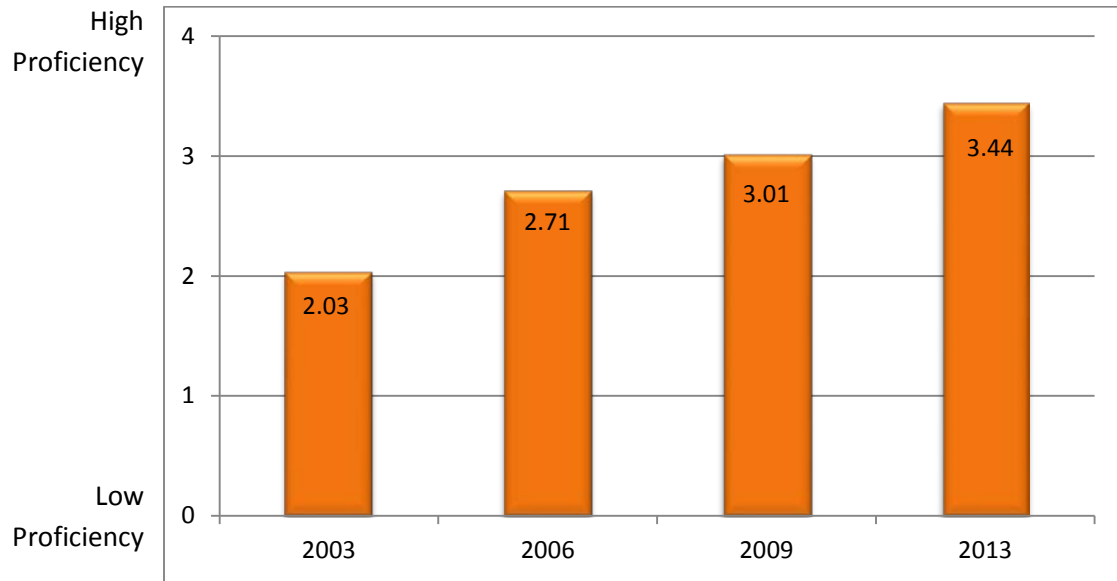
Portfolio: Produces a Coherent Written Text

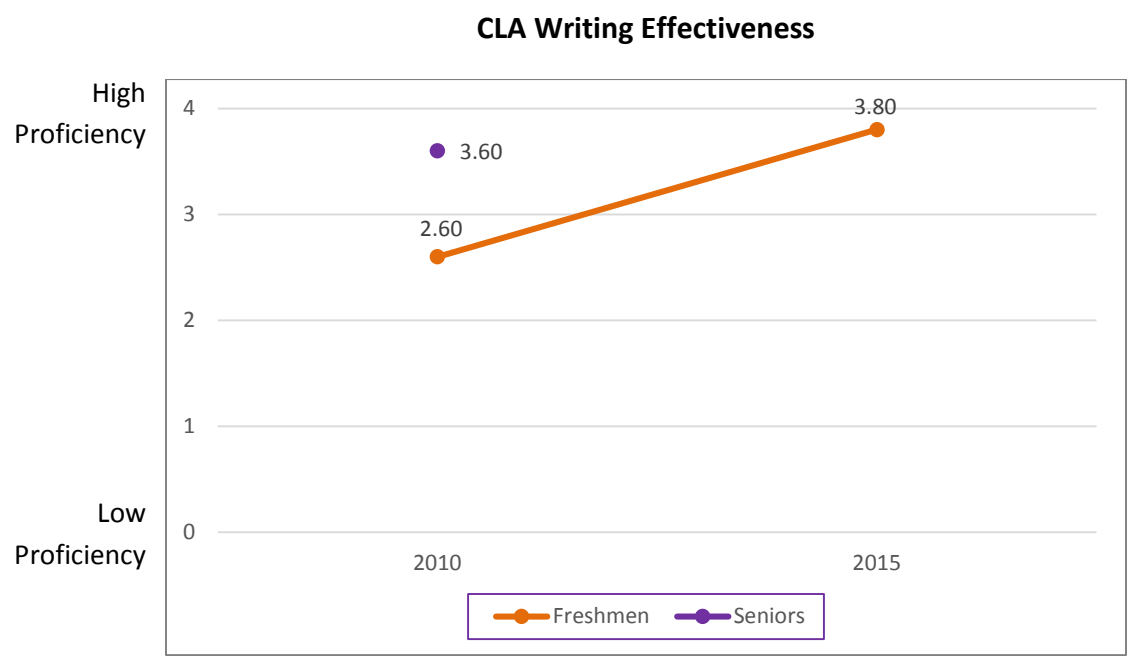
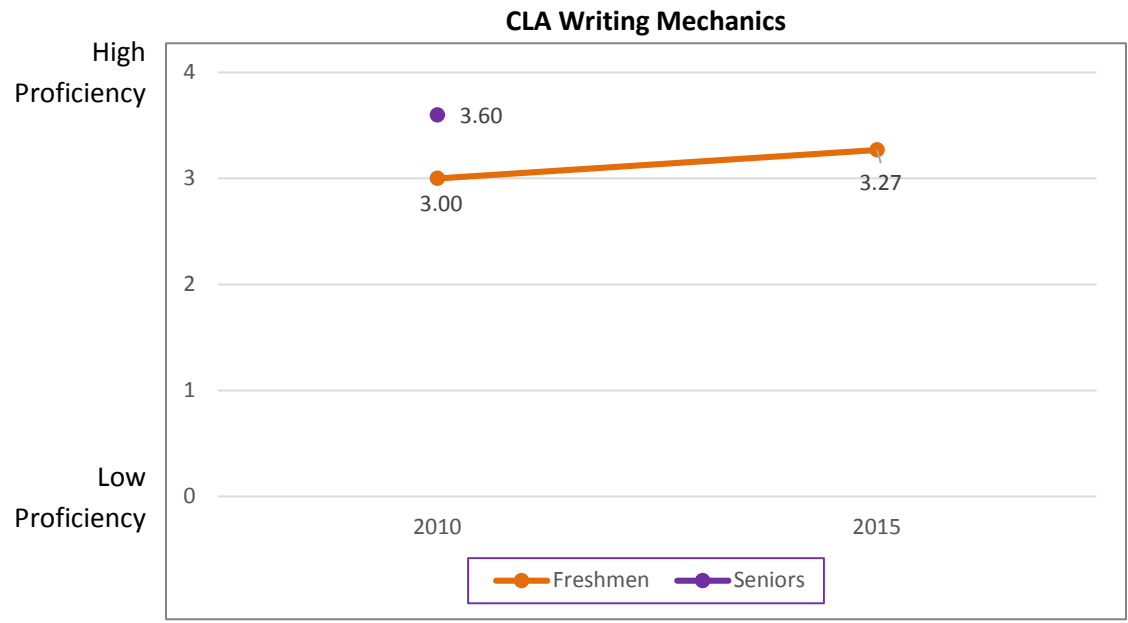


Portfolio: Ability to Revise and Improve Text

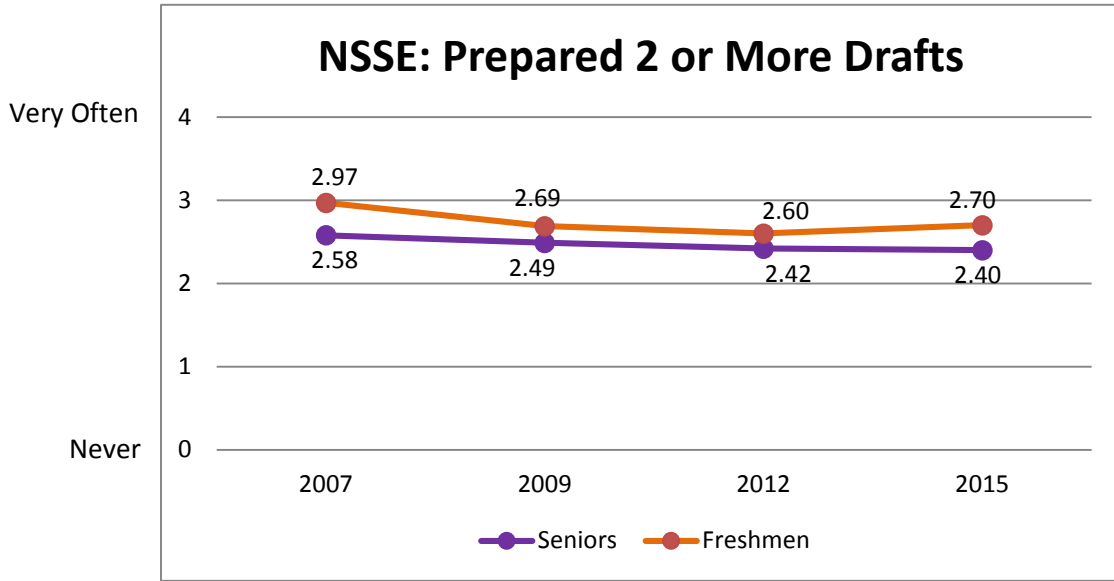


Portfolio: Research Topic, Develops Argument and Organize Supporting Details

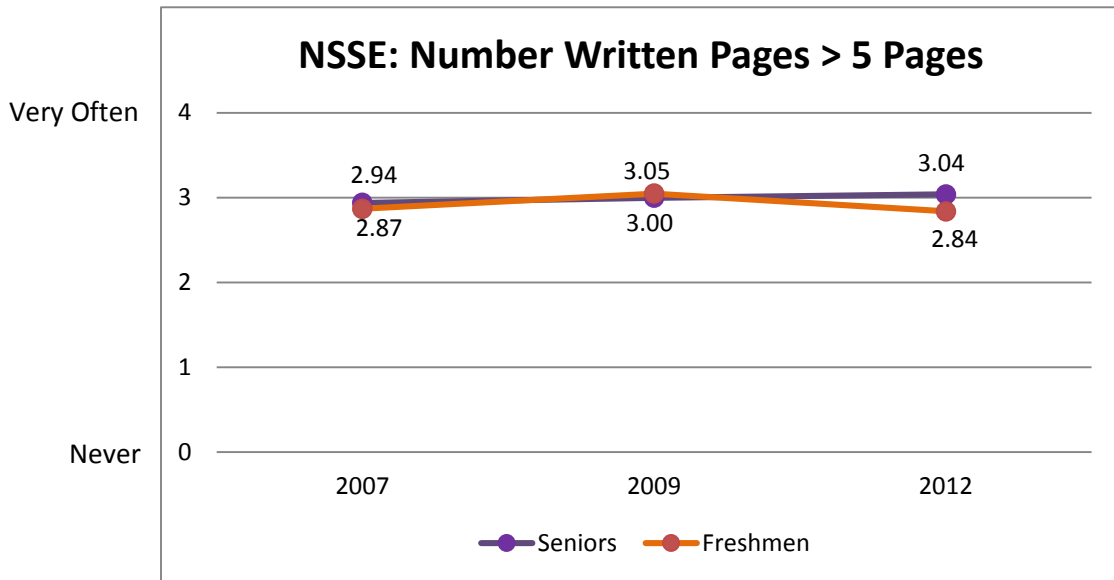




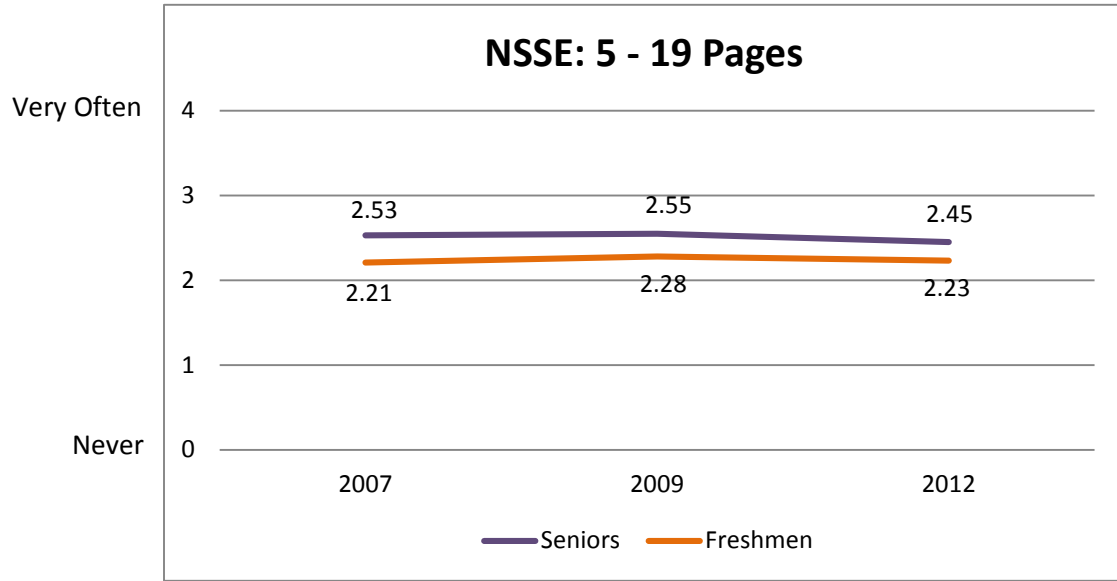
NSSE: Prepared 2 or More Drafts



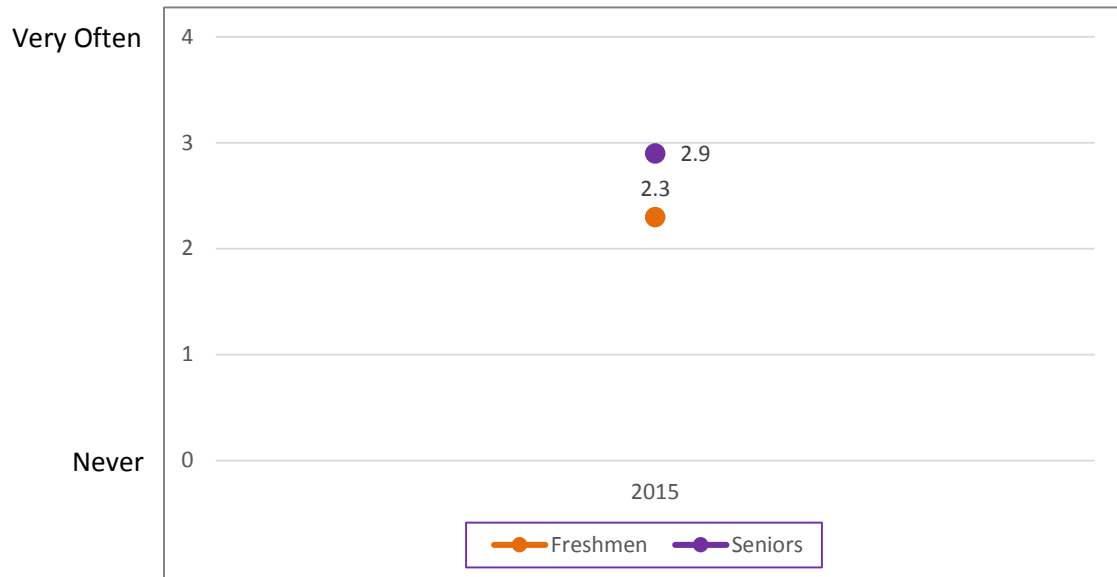
NSSE: Number Written Pages >5



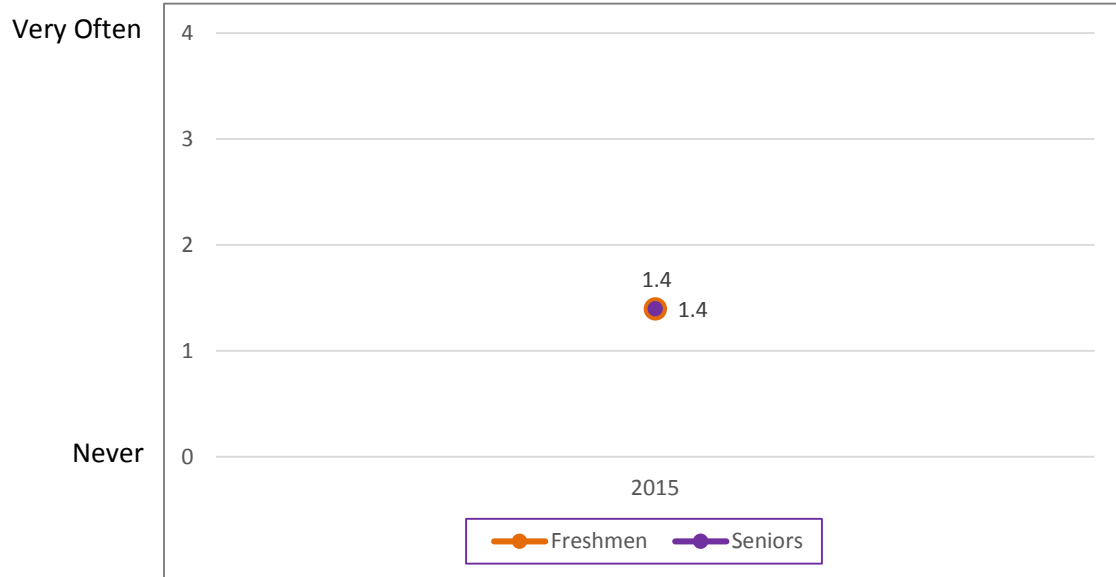
NSSE: 5 – 19 Pages



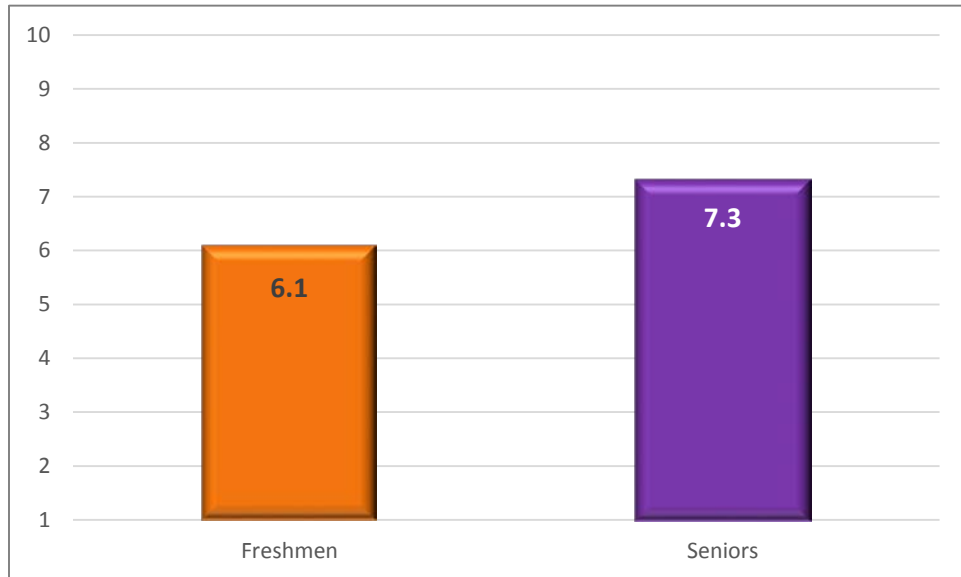
NSSE: Between 6 and 10 pages (adjusted number of pages – 2015)



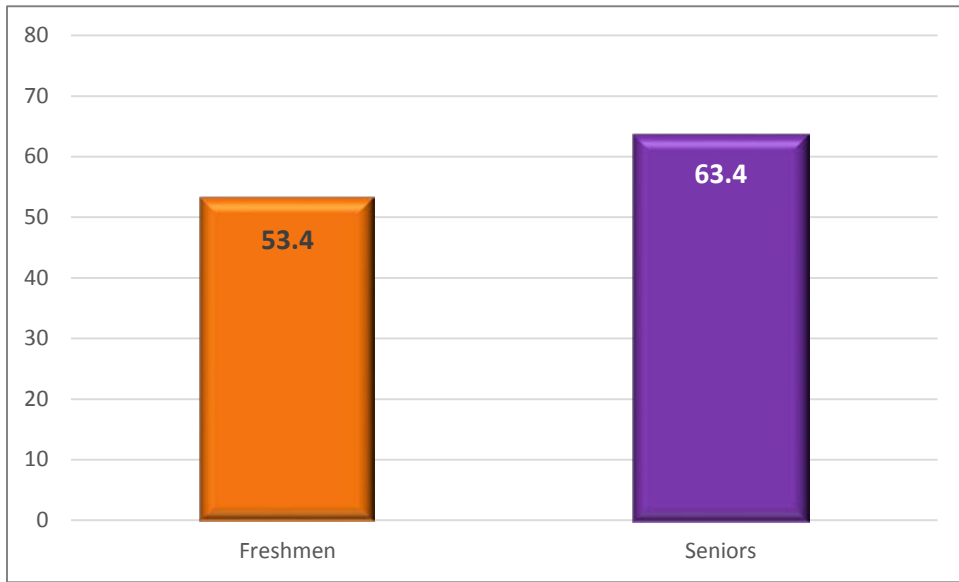
NSSE: 11 pages or more (adjusted number of pages – 2015)



NSSE 2015: How many papers, reports, or other writing tasks during current school year:



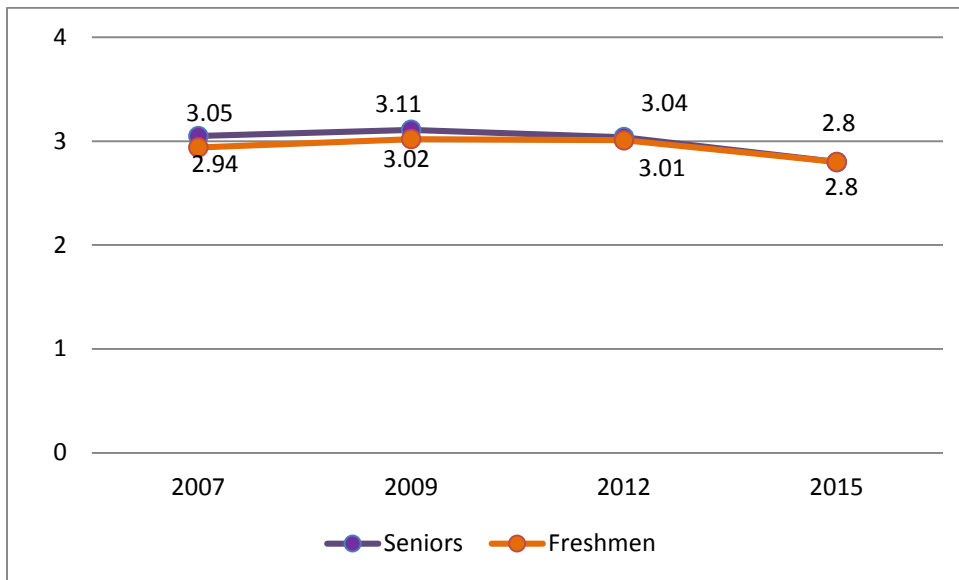
NSSE 2015: Estimated number of assigned pages of student writing



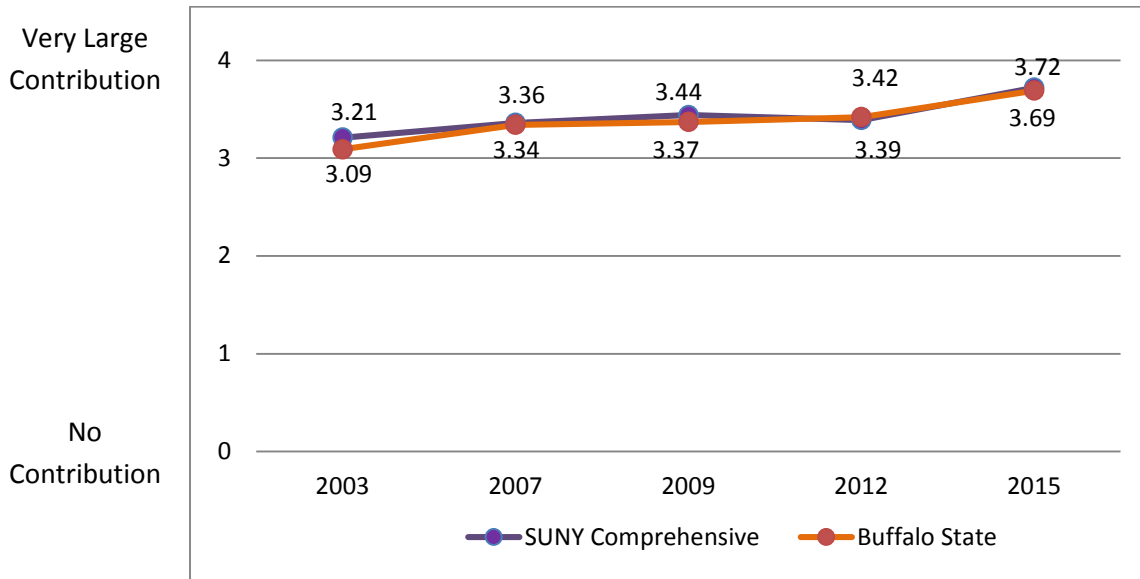
NSSE: Writing Clearly and Effectively

Very Large Contribution

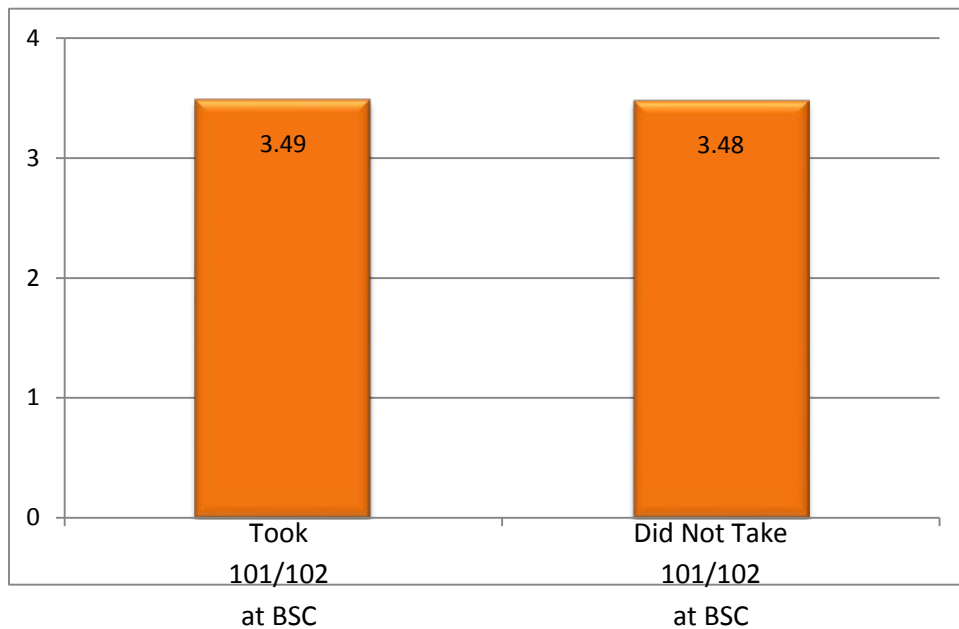
No Contribution



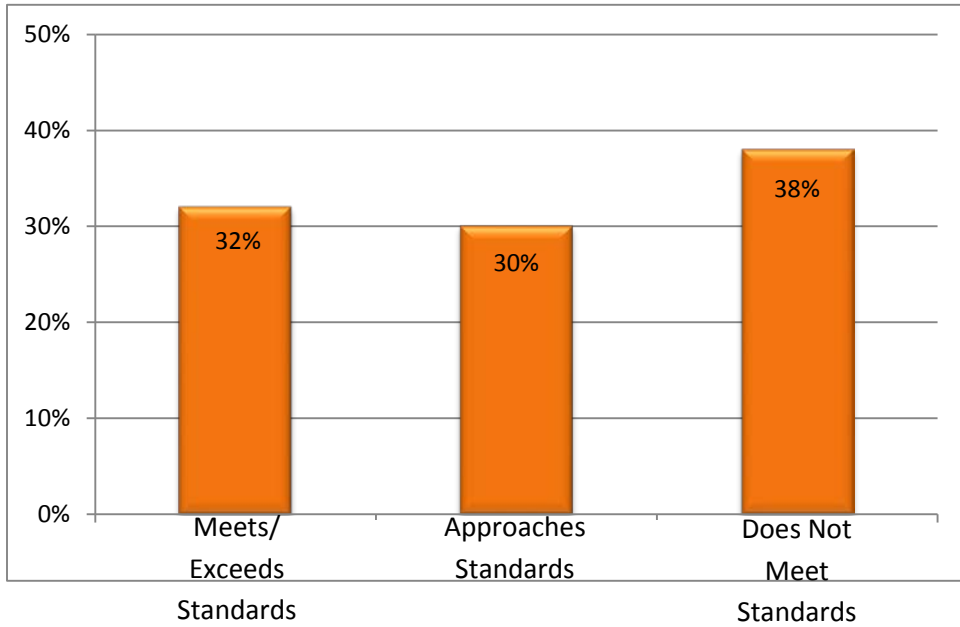
SUNY SOS: College Contribution to Writing Clearly and Effectively



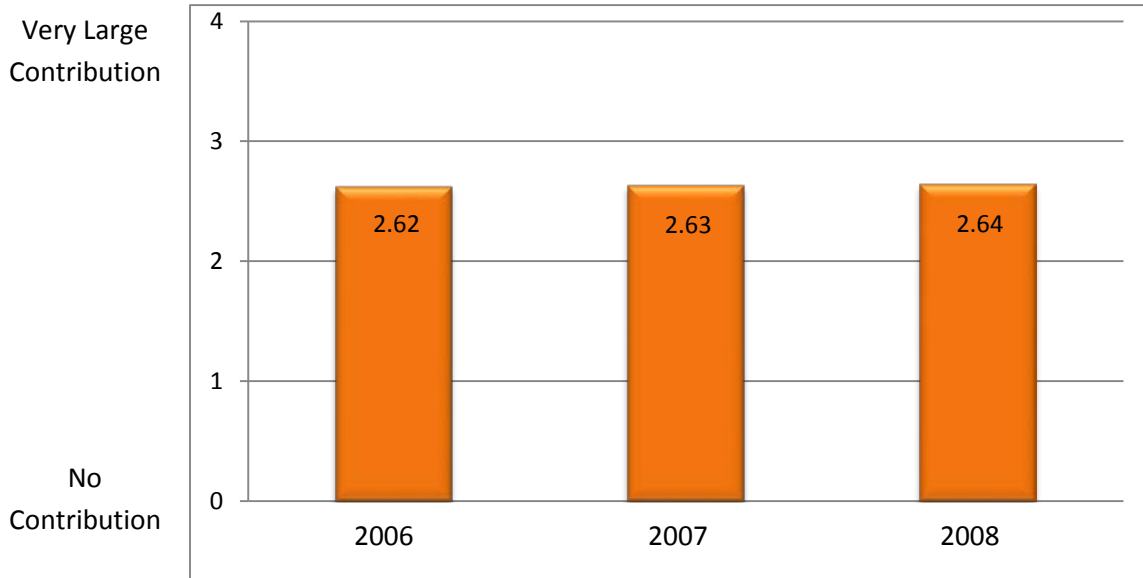
Comparison of Native and Transfer Writing Skill – 2008



Syllabi for Writing Across the Curriculum Courses

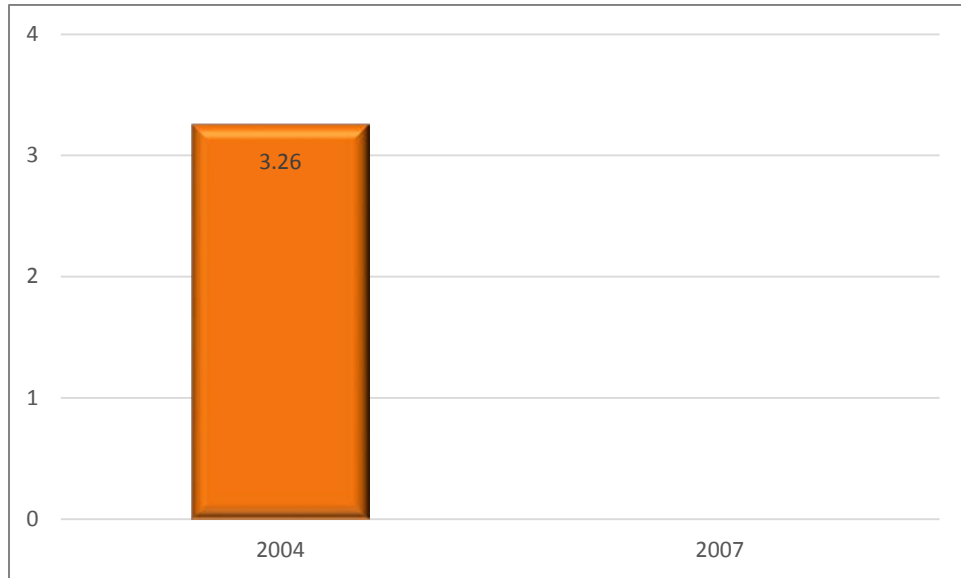


Alumni Survey: Writing Clearly and Effectively

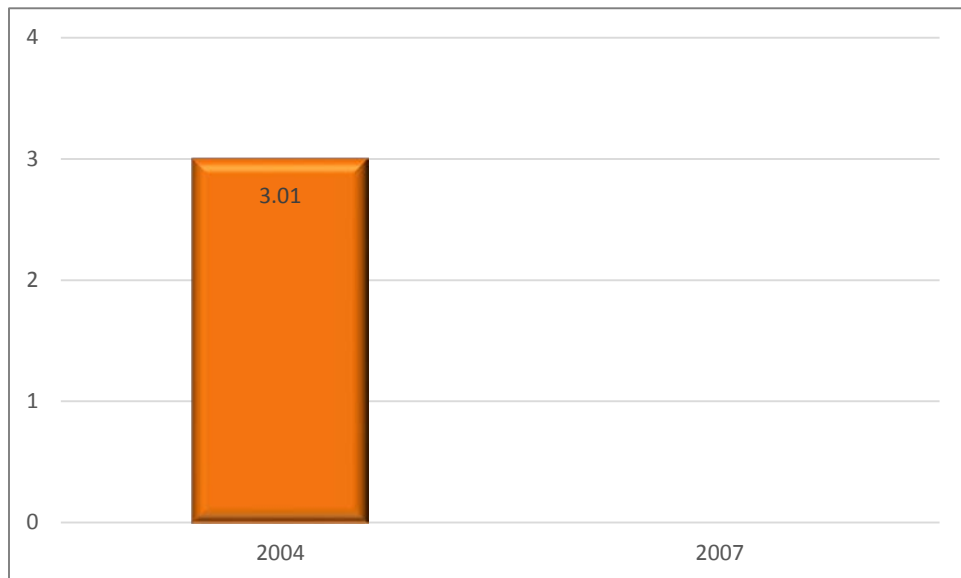


Oral Communication

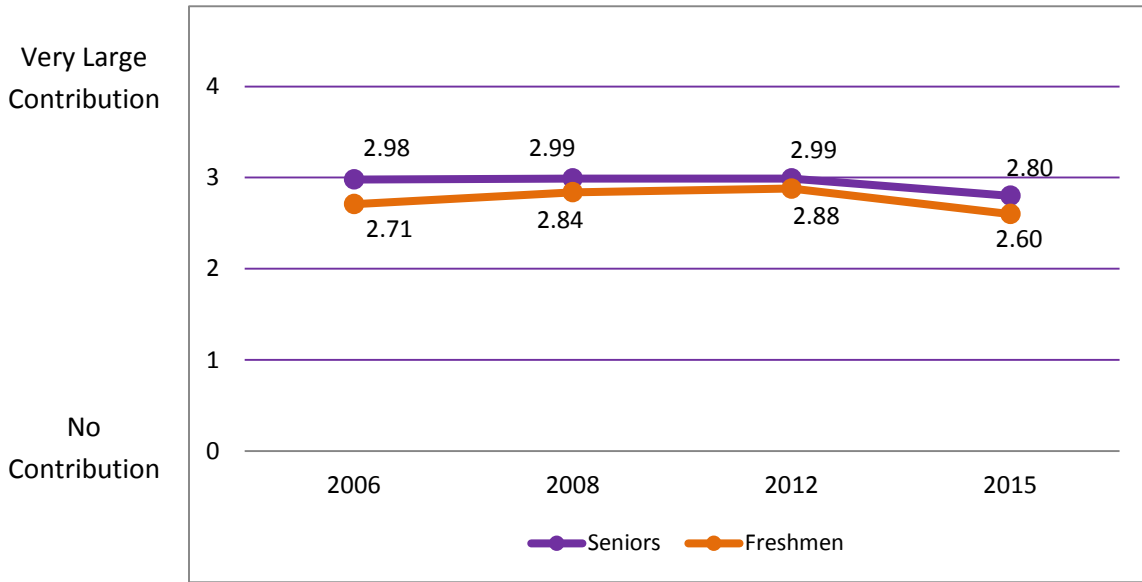
Portfolio: Develop Proficiency in Oral Discourse (Rubric from National Speech Association Criteria)



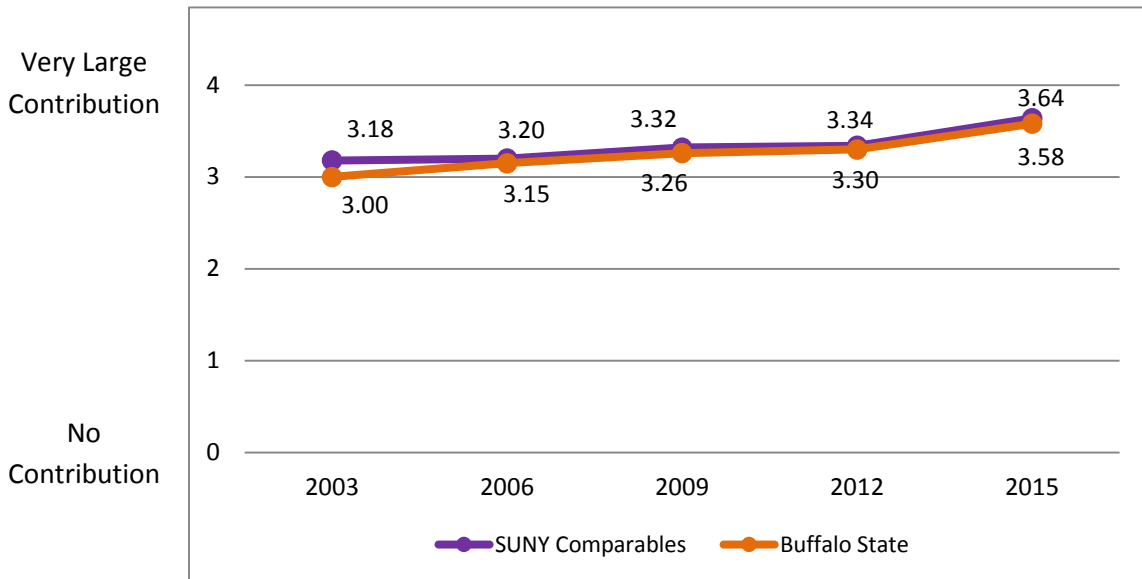
Portfolio: Evaluate Oral Presentation According to Established Criteria



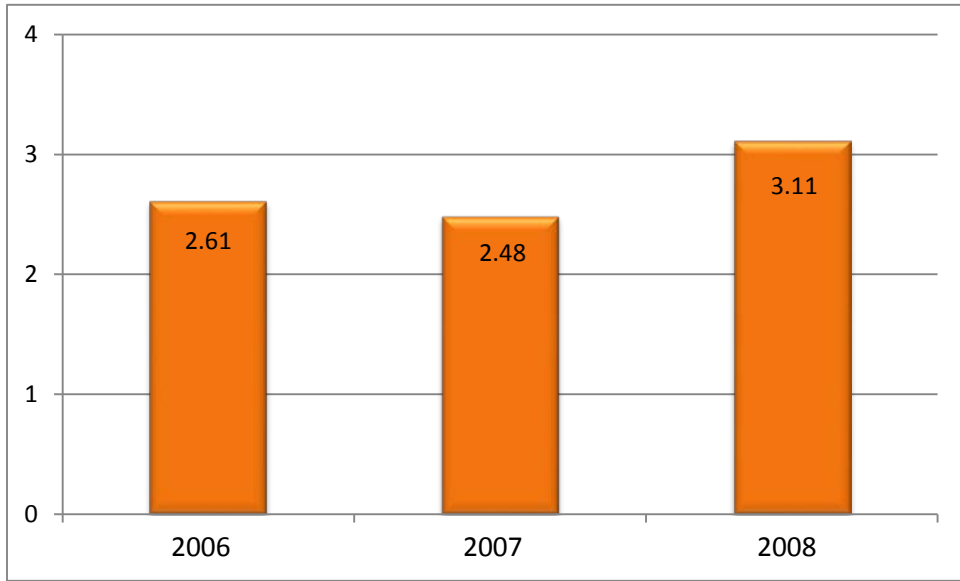
NSSE: Speaking Clearly and Effectively



SOS: Speaking Clearly and Effectively



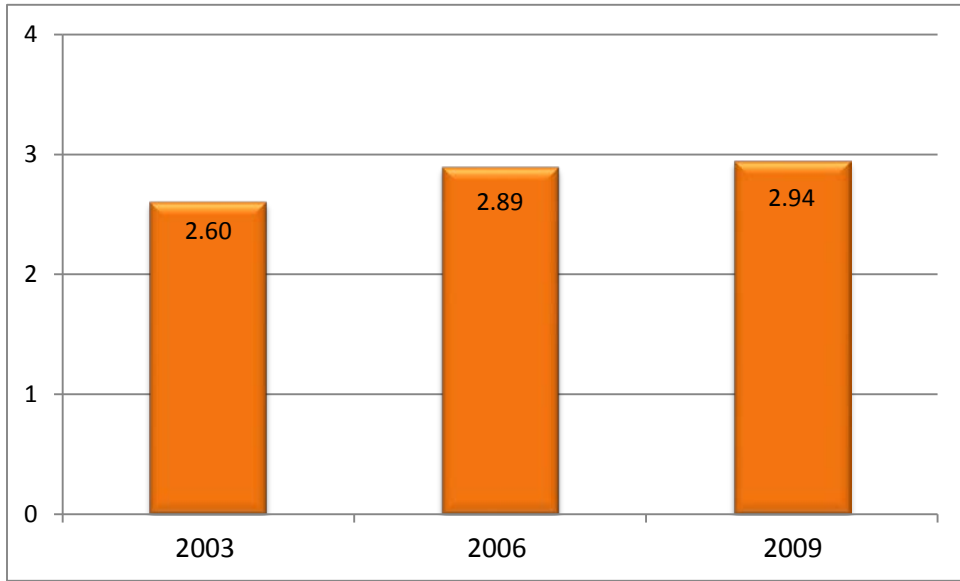
Alumni Survey: Speaking Clearly and Effectively



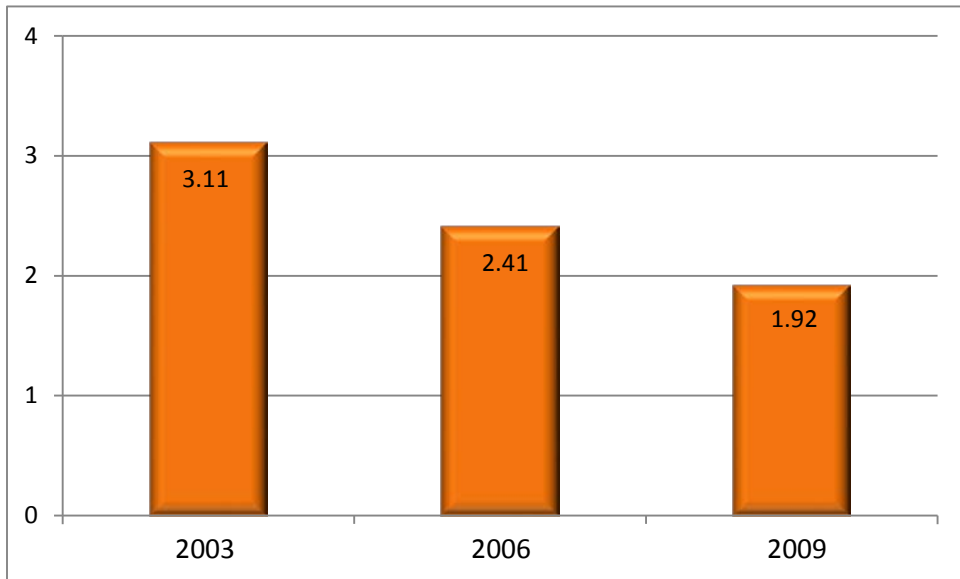
Foreign Language

Portfolio Assessment
NSSE (National Survey Student Engagement)

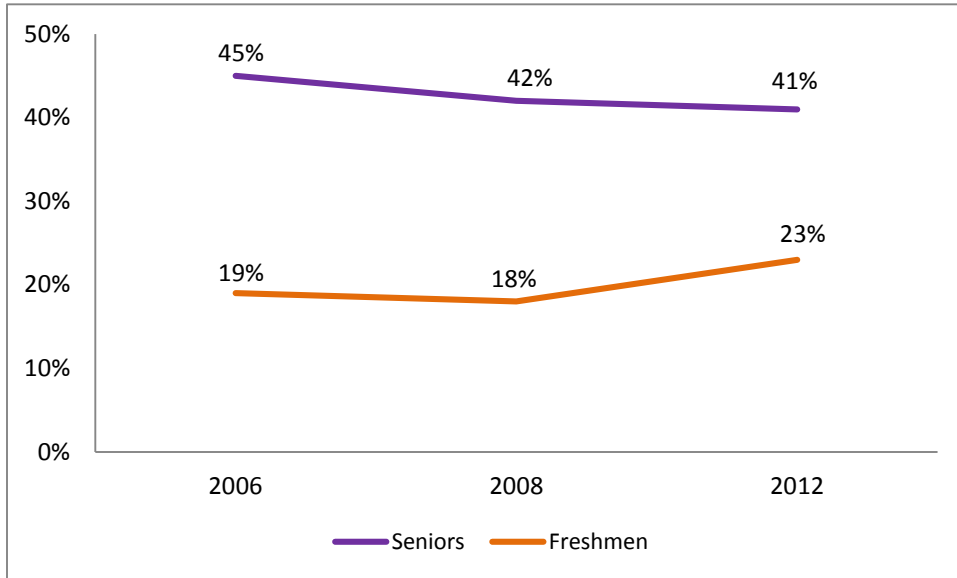
Portfolio: Basic Proficiency in Language



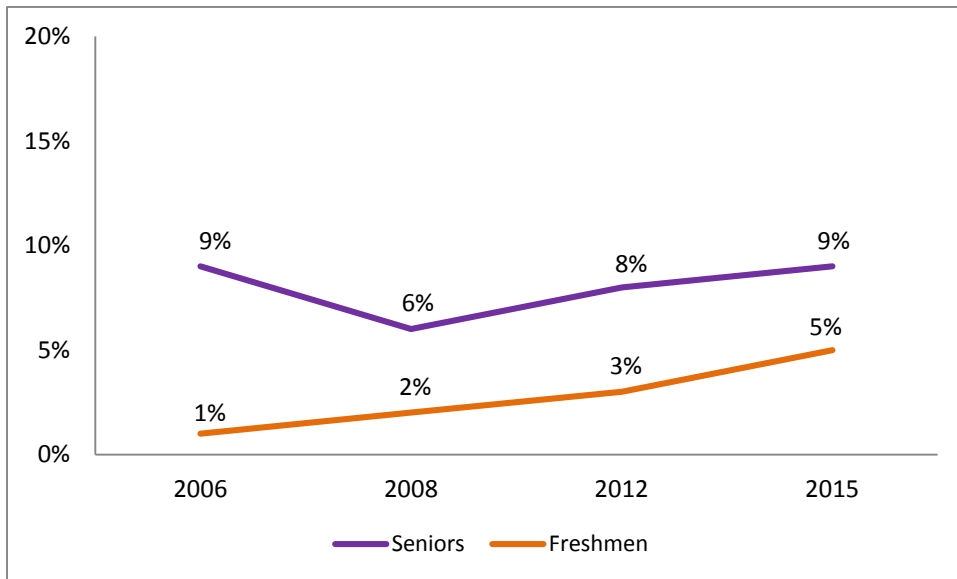
Portfolio: Cultural Knowledge



NSSE: Percentage of Student Taking Foreign Language Coursework



NSSE: Percentage of Students Who Study Abroad



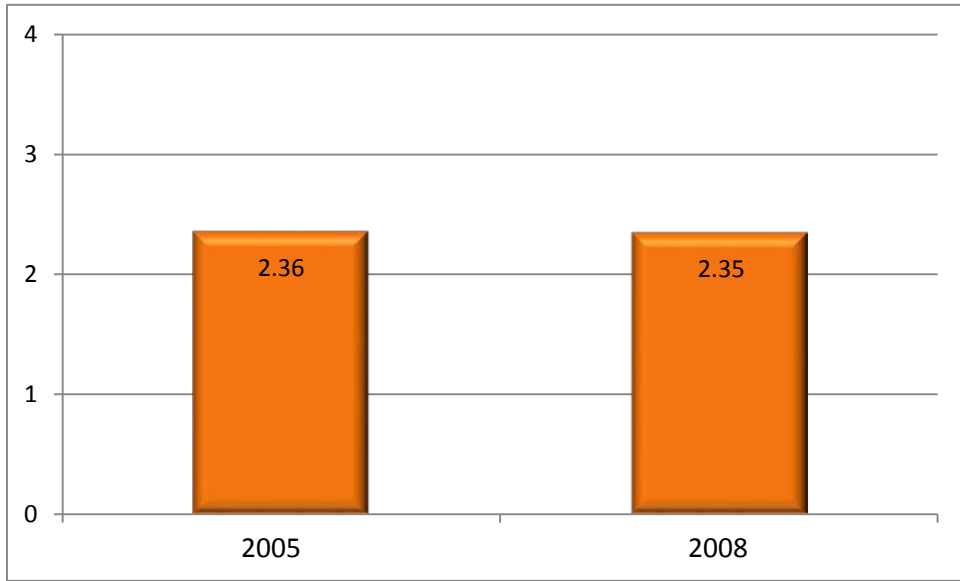
Critical Thinking

Portfolio Assessment

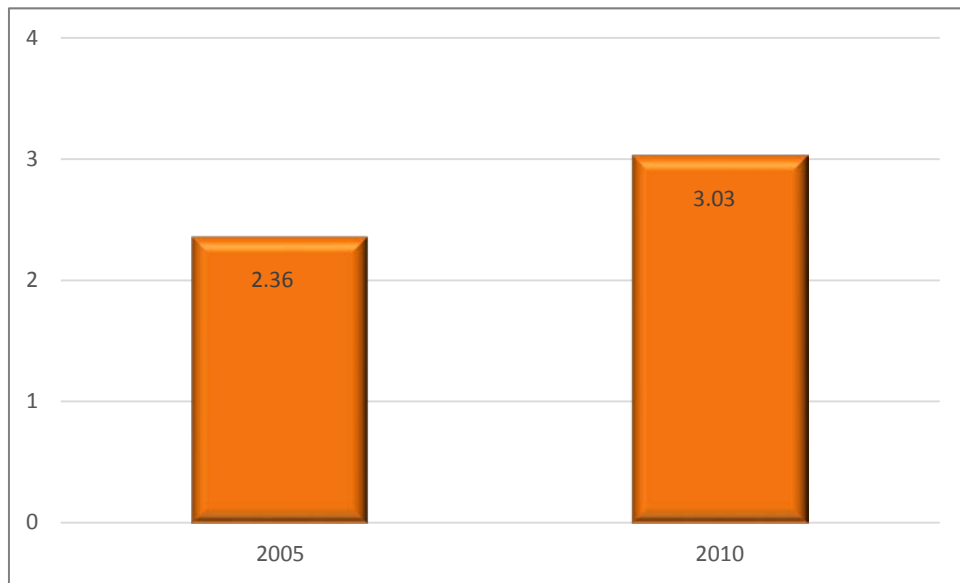
NSSE (National Survey Student Engagement)

SUNY SOS (Student Opinion Survey)

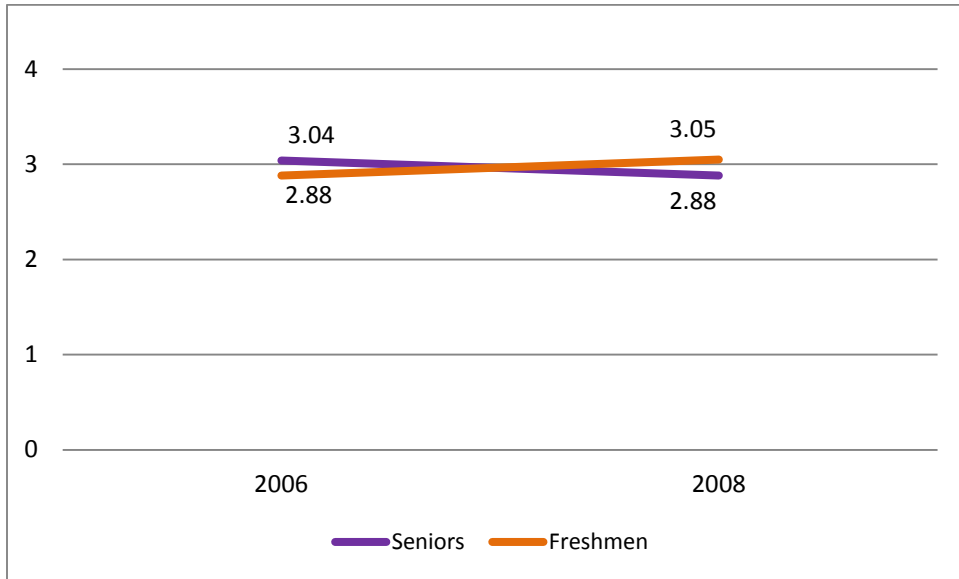
Portfolio: I.D., Analyze and Evaluate Arguments



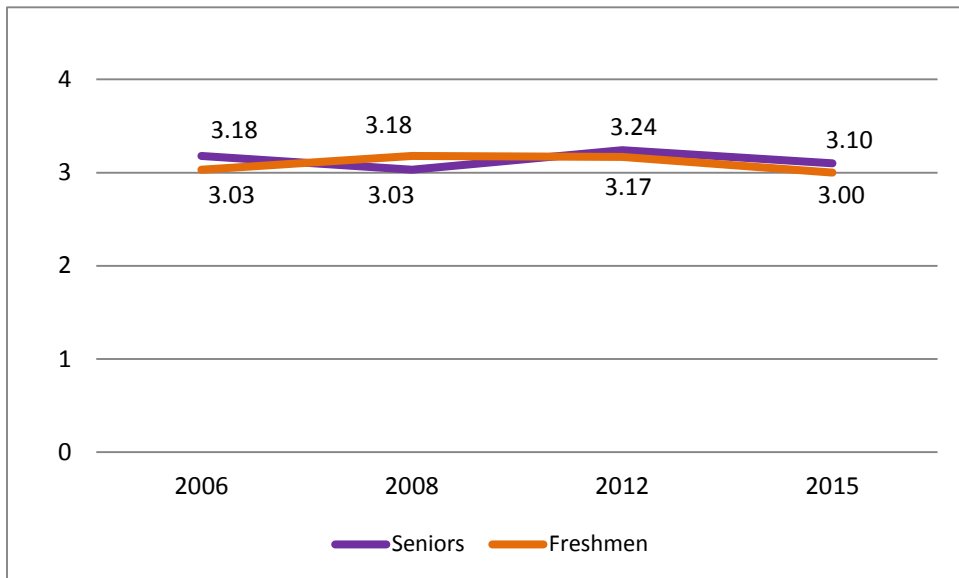
California Critical Thinking Skills Test: Develop Well Reasoned Arguments



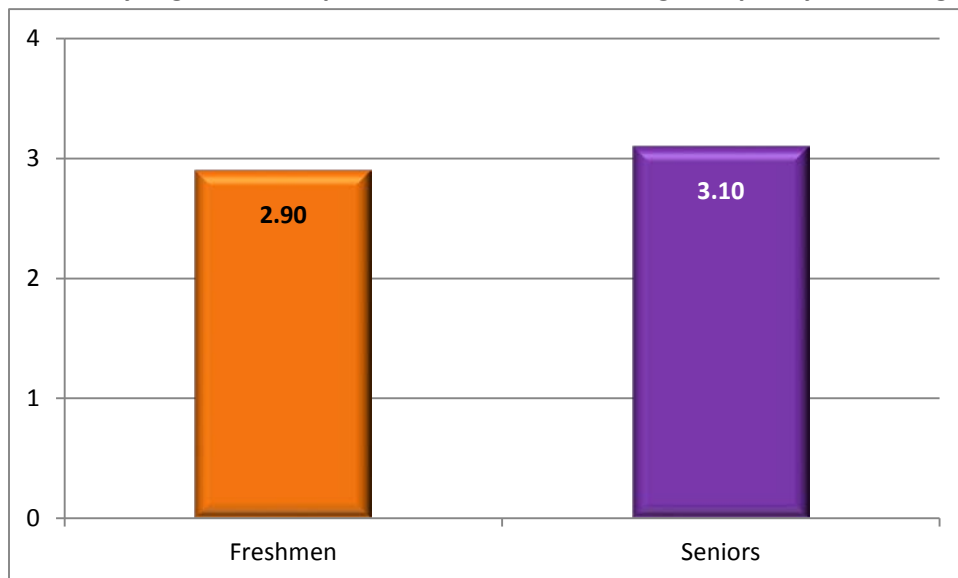
NSSE: Analyze basic elements of an idea, experience or theory



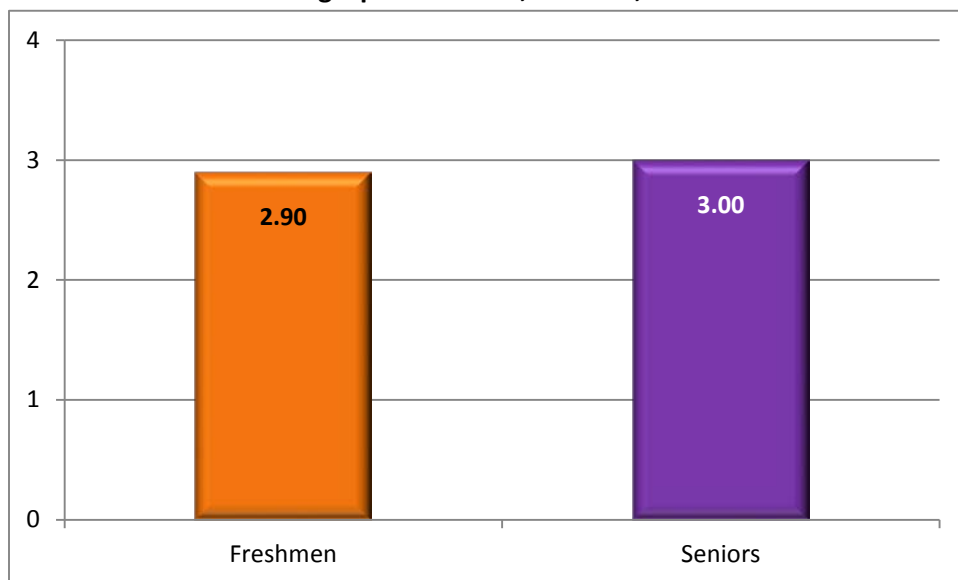
NSSE: Thinking Critically and Analytically



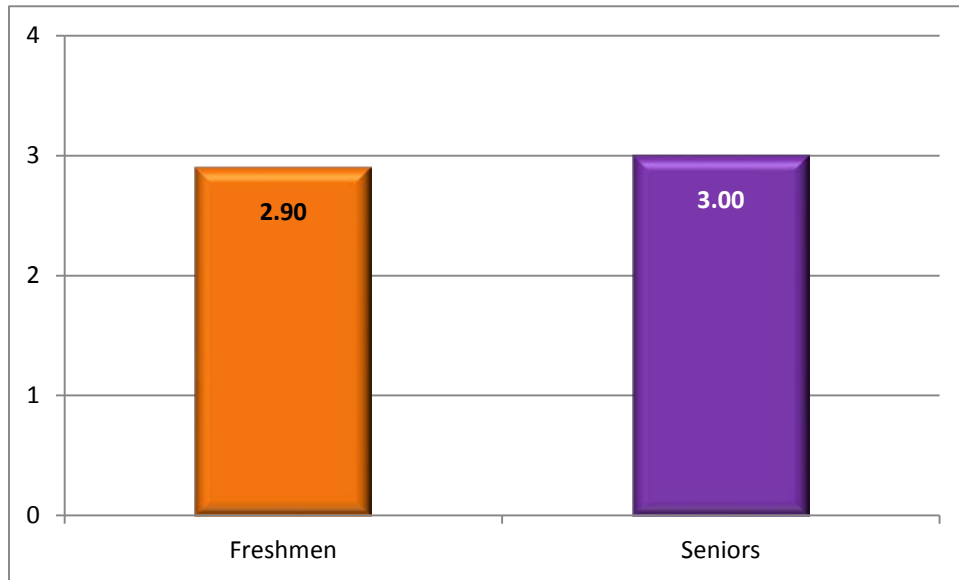
NSSE 2015: Analyzing an idea, experience or line of reasoning in depth by examining its parts



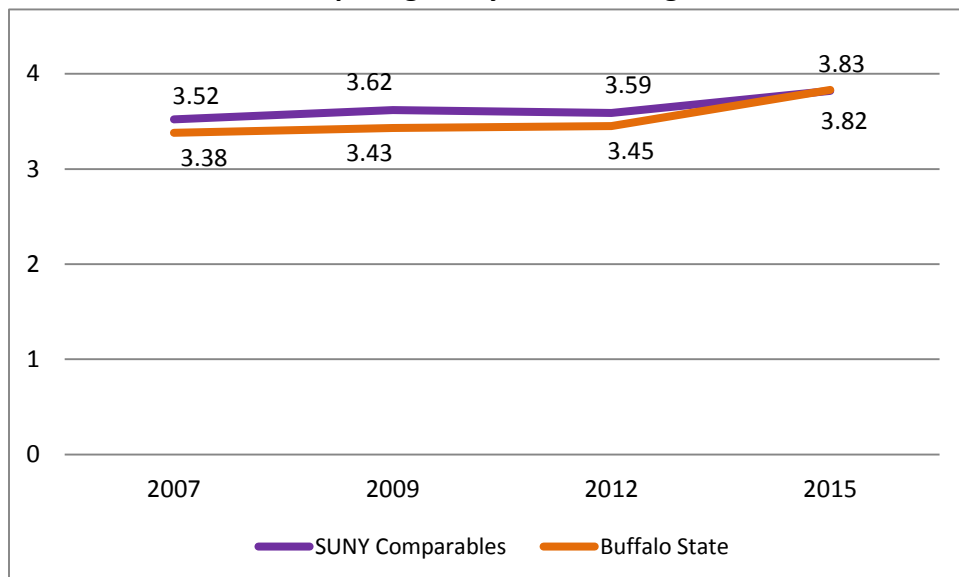
NSSE 2015: Evaluating a point of view, decision, or information source



NSSE 2015: Forming a new idea or understanding from various pieces of information



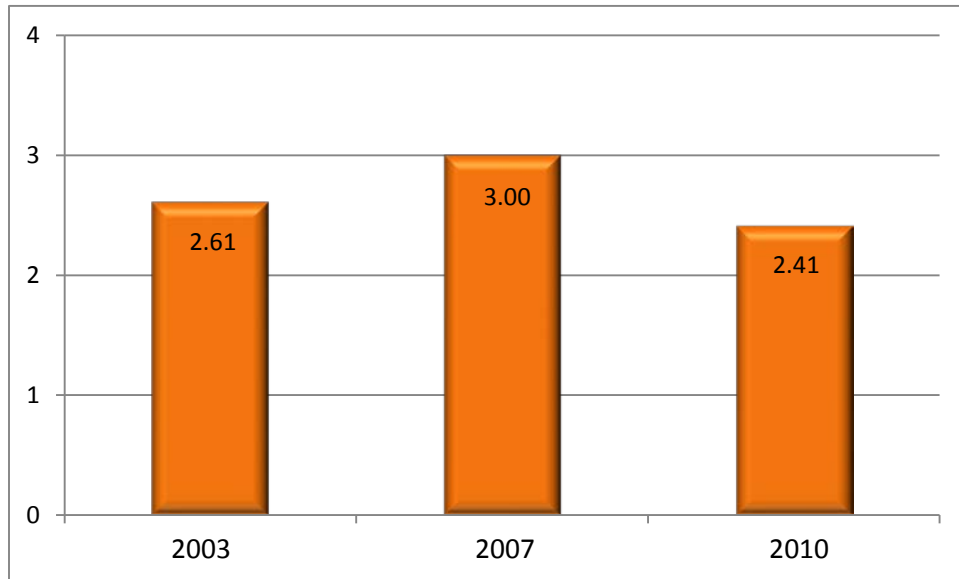
SOS: Acquiring Analytical Thinking Skills



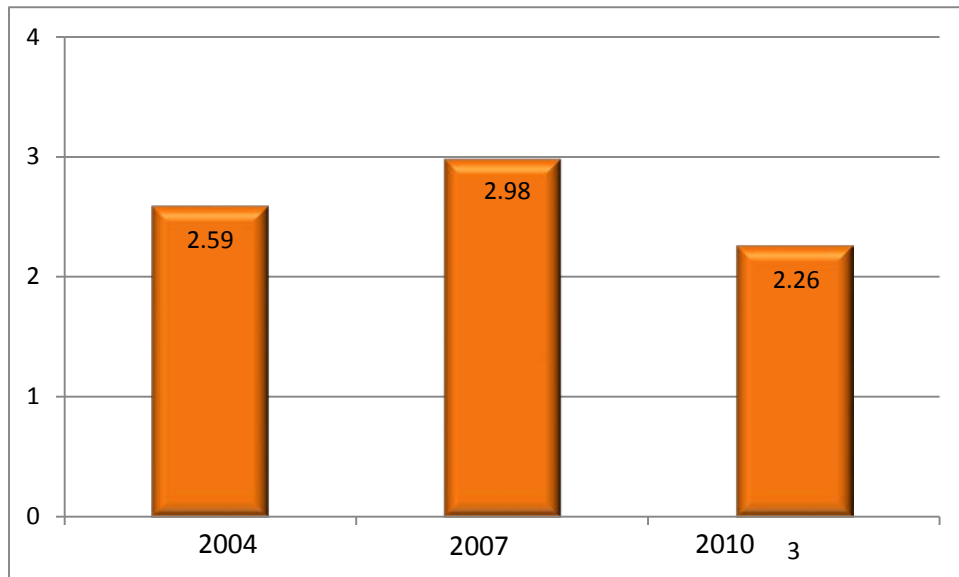
Social Sciences

Portfolio Assessment

**Portfolio: Basic Knowledge of Methods of Gathering Evidence and Understanding
What Constitutes Acceptable and Appropriate Evidence**

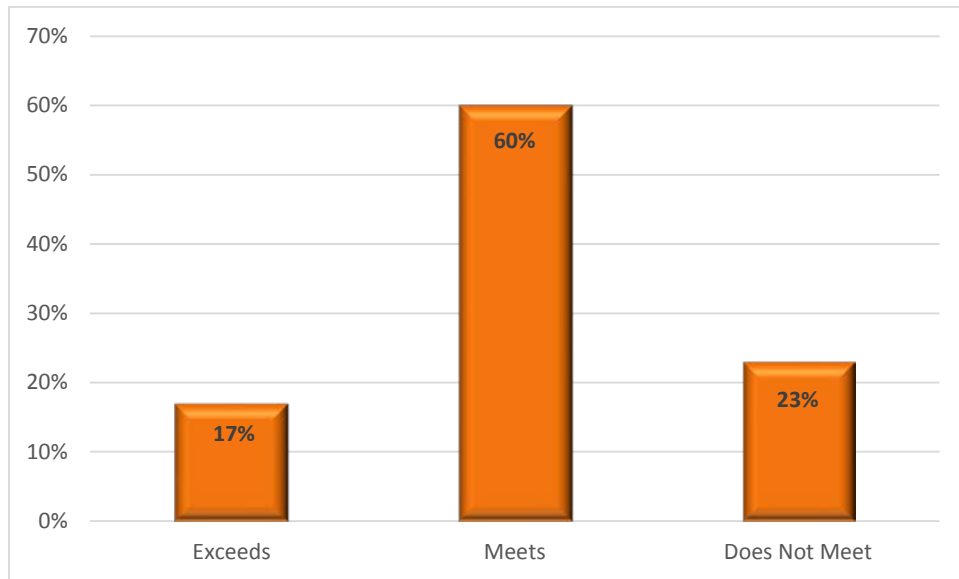


Portfolio: Knowledge of concepts, models and issues and Ability to Apply Them

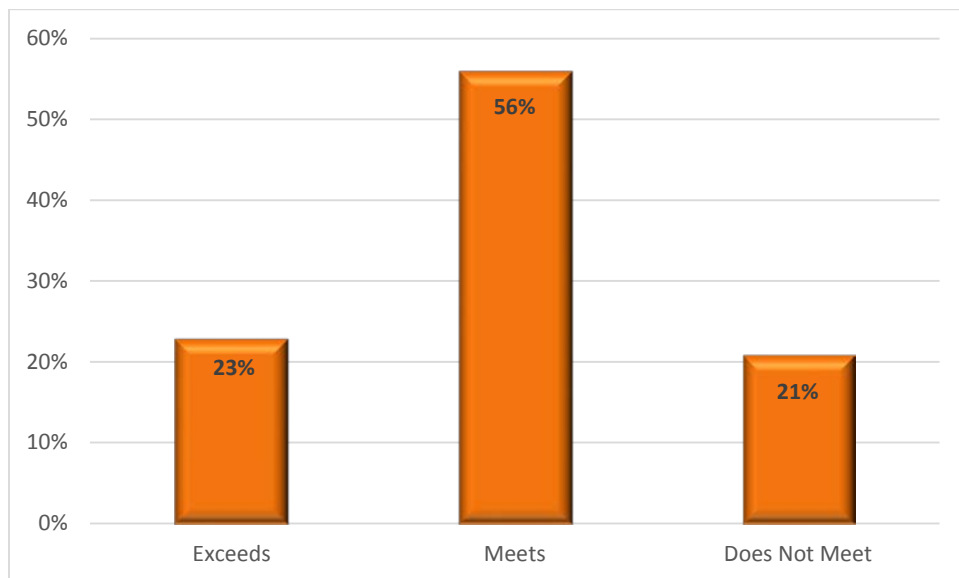


Social Science 2015

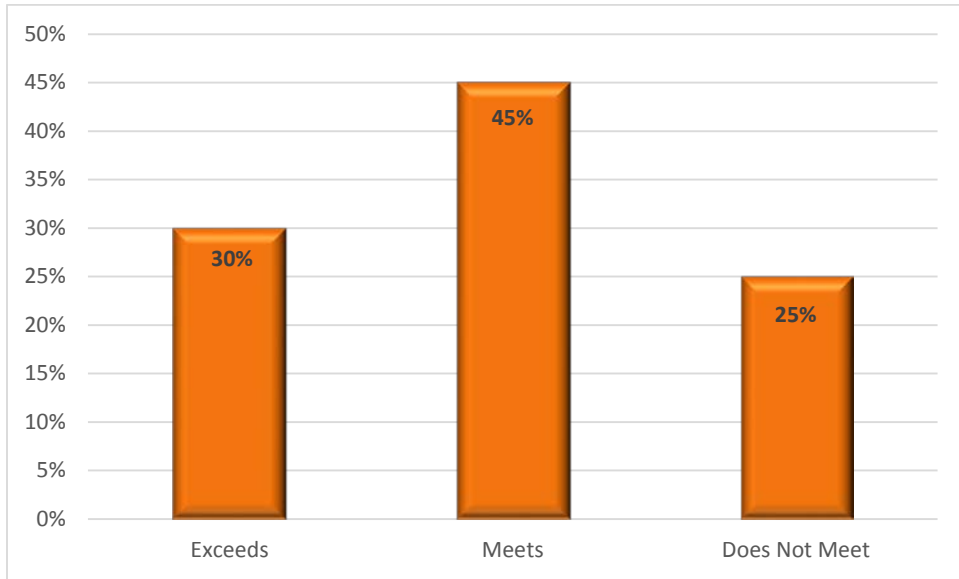
Describe social environments, behaviors and social issues in the context of course subject matter.



Apply basic concepts and terminology of social science.



Evaluate the basic knowledge of methods of gathering evidence in social science.

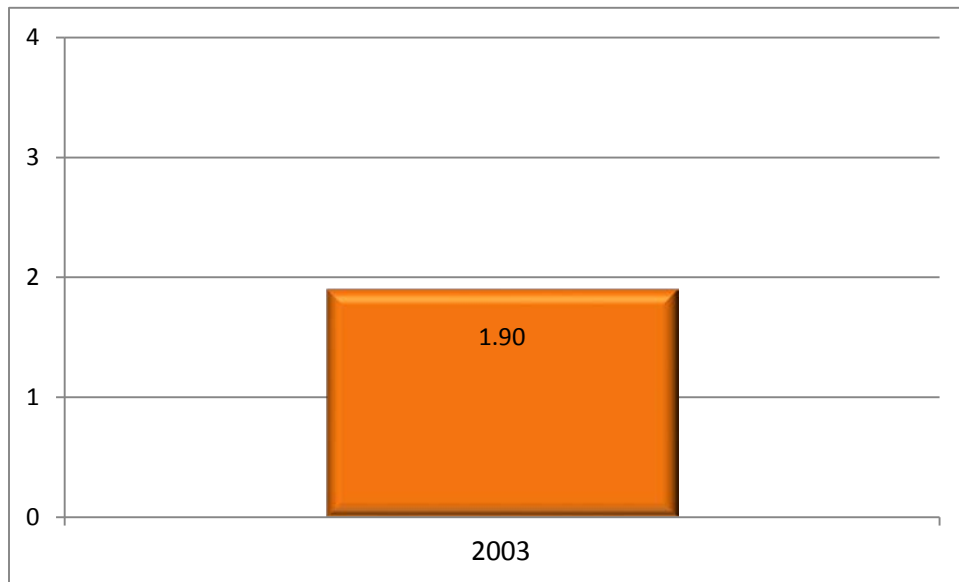


Mathematics/Quantitative Reasoning

Portfolio Assessment

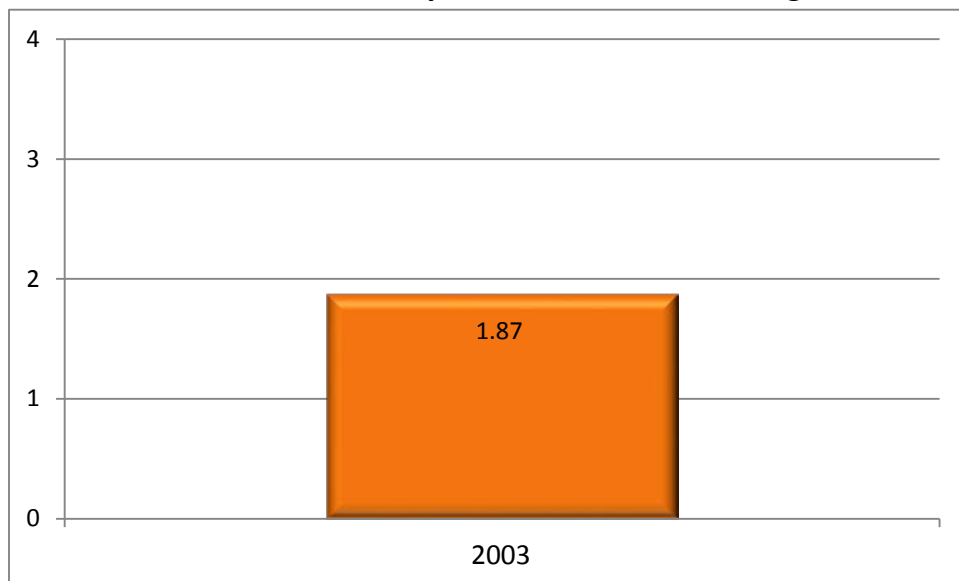
NSSE (National Survey Student Engagement)

Portfolio: Algebra, Arithmetic, Geometry*



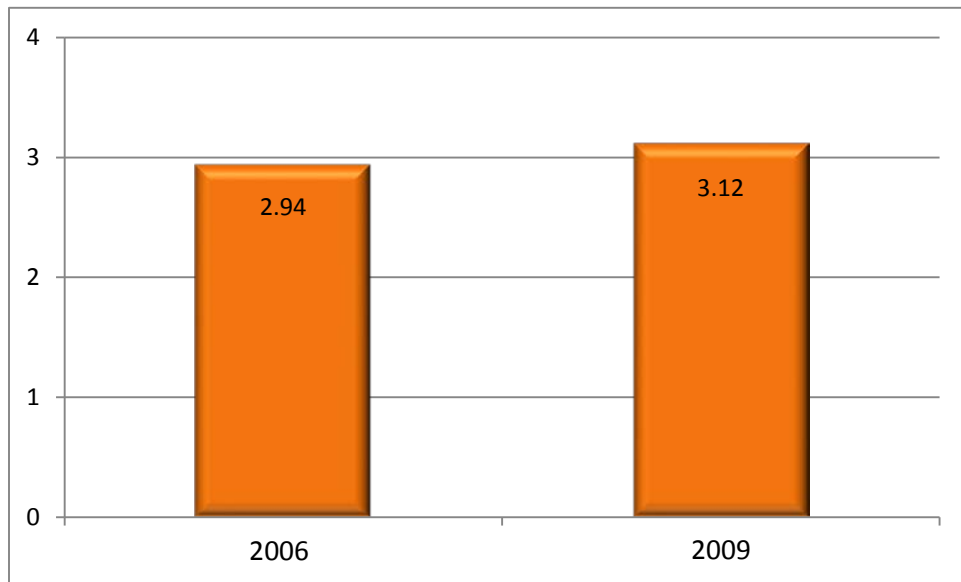
*Learning Outcome as Defined by SUNY (Changed after 2003)

Portfolio: Data Analysis, Quantitative Reasoning*

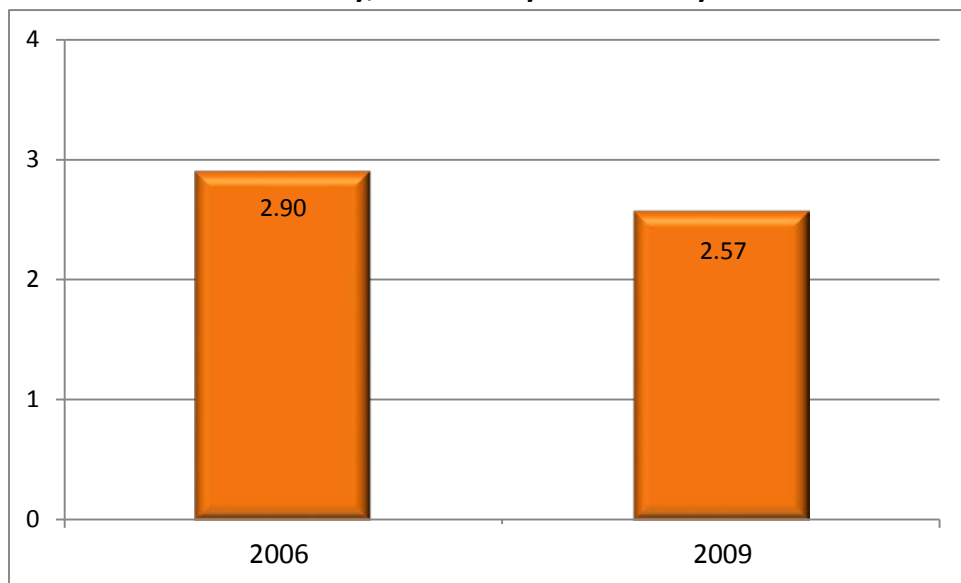


*Learning Outcome as Defined by SUNY (Changed after 2003)

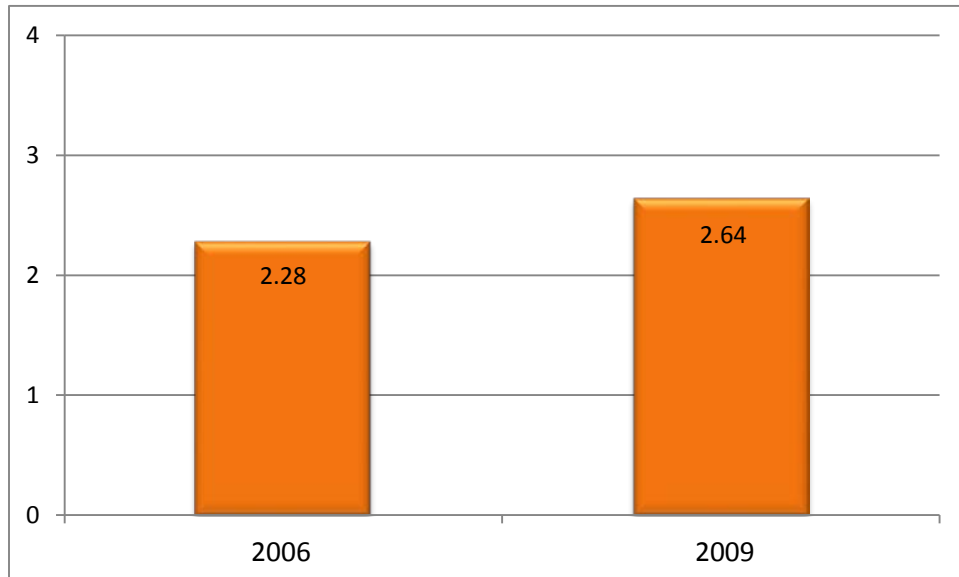
Portfolio: Interpret and draw inferences from mathematical models



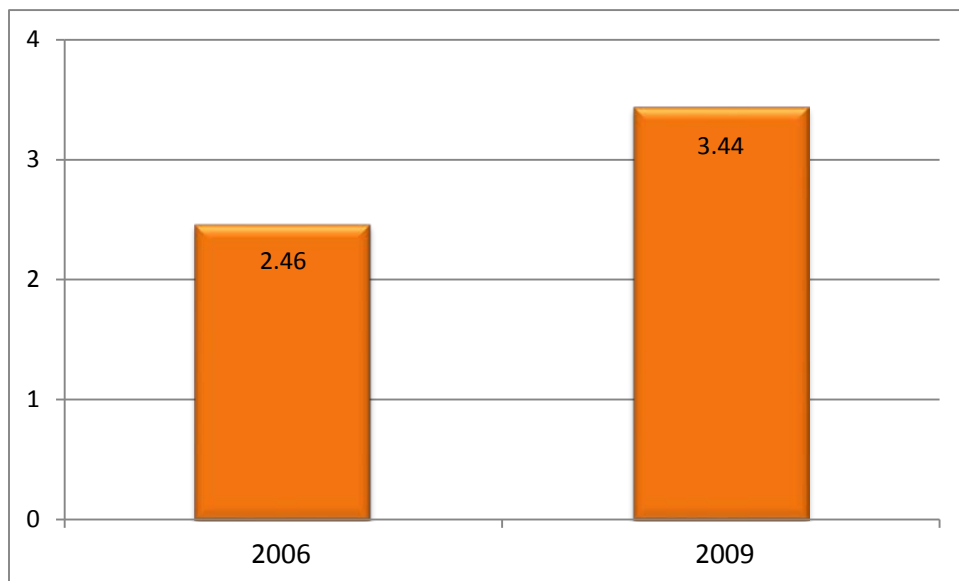
Portfolio: Represent mathematical information symbolically, visually, numerically and verbally



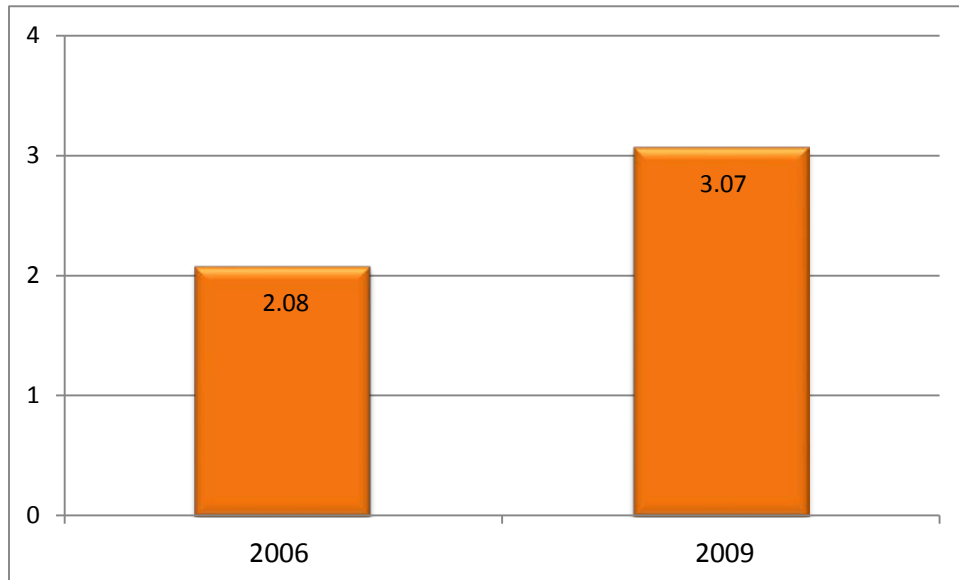
Portfolio: Employ quantitative methods such as arithmetic, algebra, geometry and statistics to solve problems



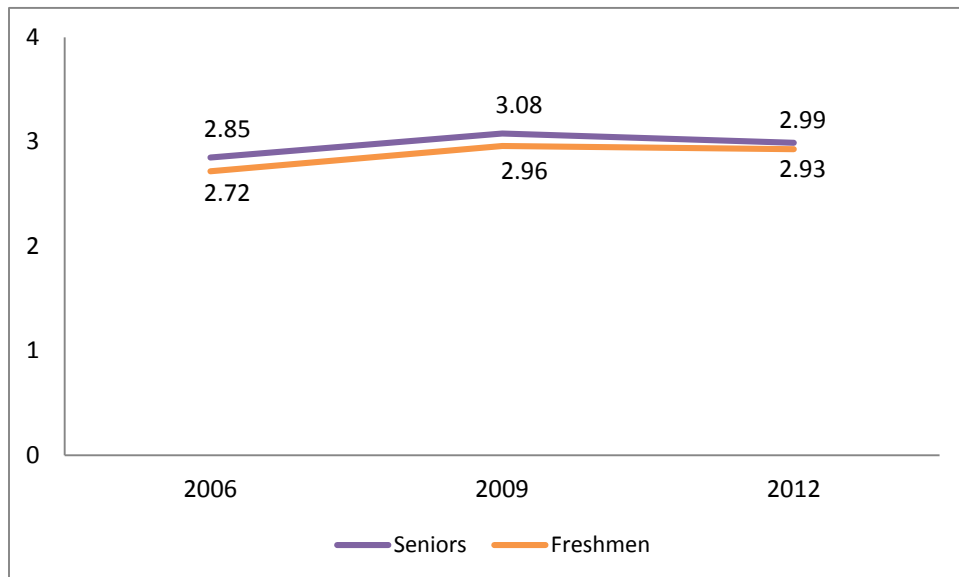
Portfolio: Estimate and check mathematical results for reasonableness



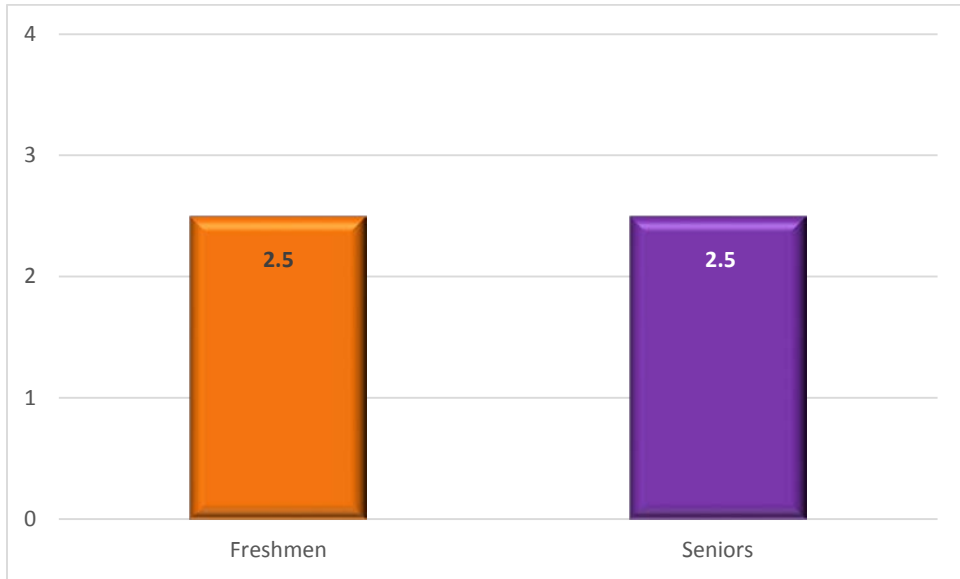
Portfolio: Recognize the limits of mathematical and statistical methods



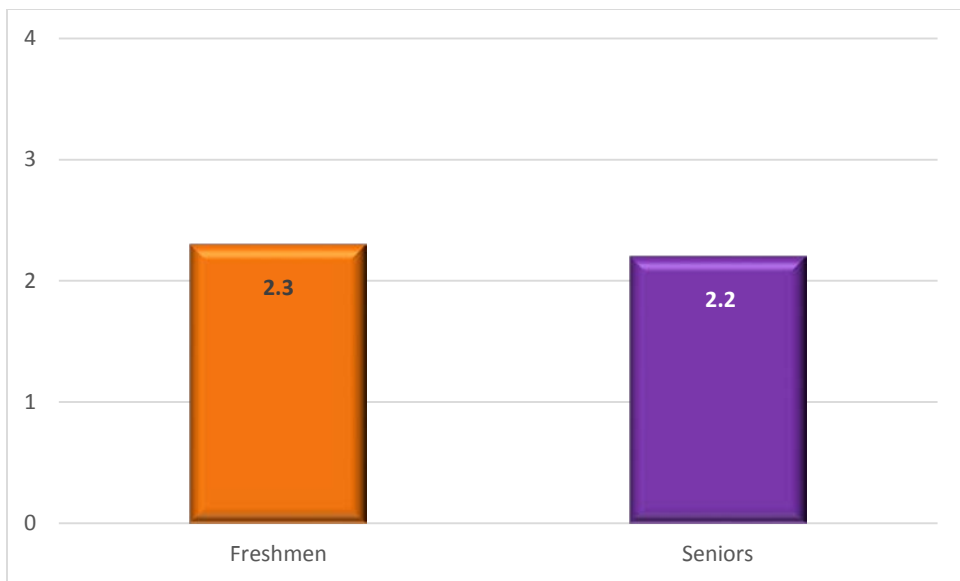
NSSE: Analyzing quantitative problems



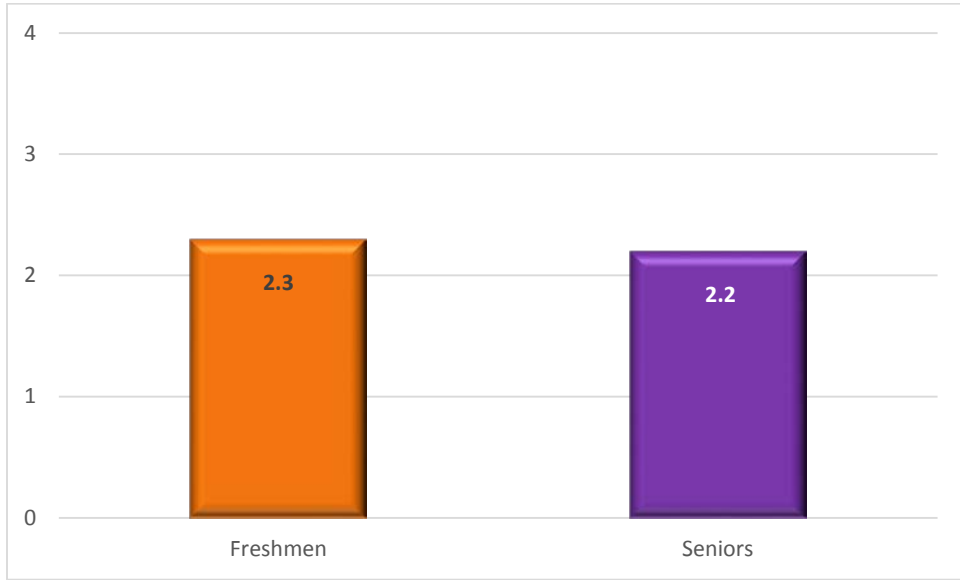
Reach Conclusions based on your own analysis of numerical information



Evaluated what others have concluded from numerical information.



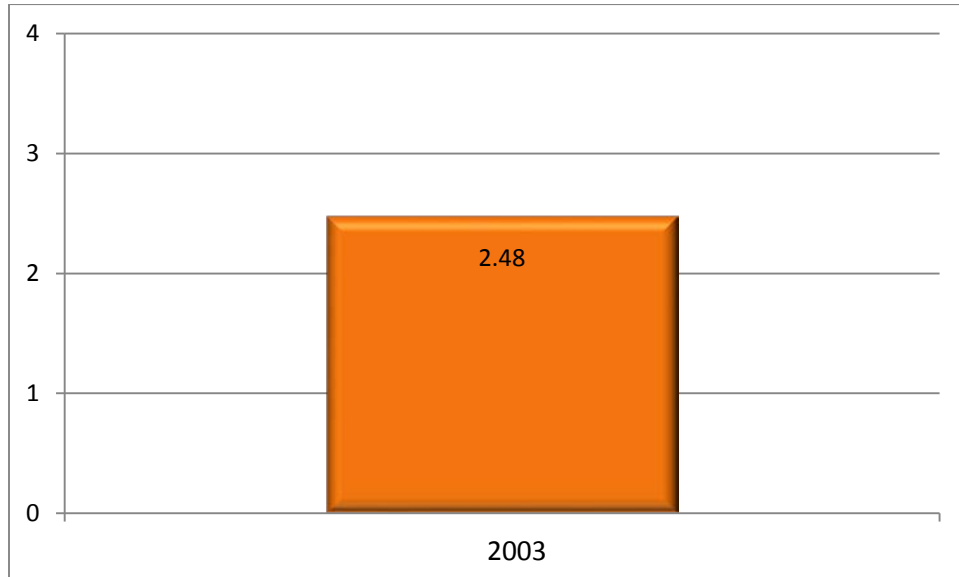
Used numerical information to examine a real-world problem or issue.



Arts

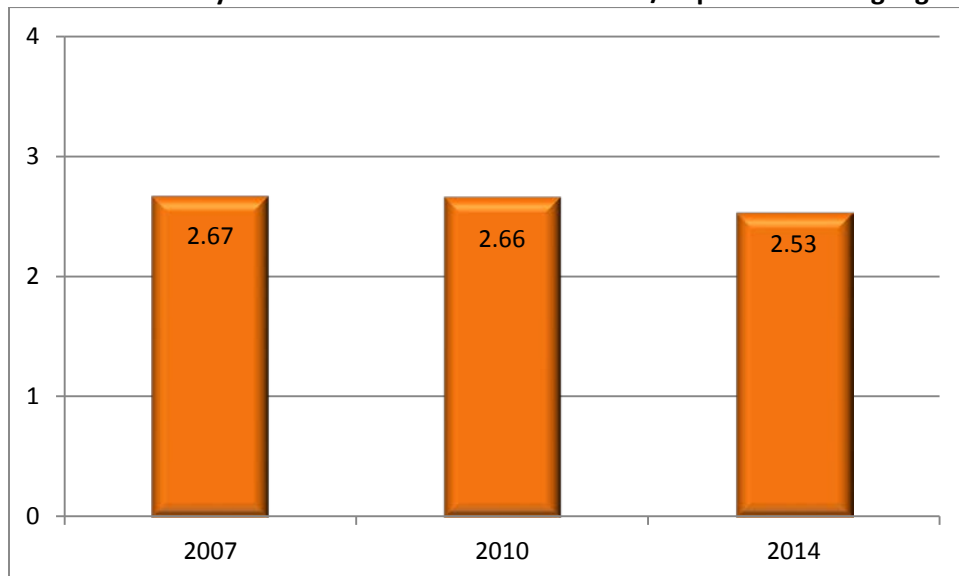
Portfolio Assessment
NSSE (National Survey Student Engagement)

Portfolio: Understanding one principle form of artistic expression and the creative processes inherent therein*

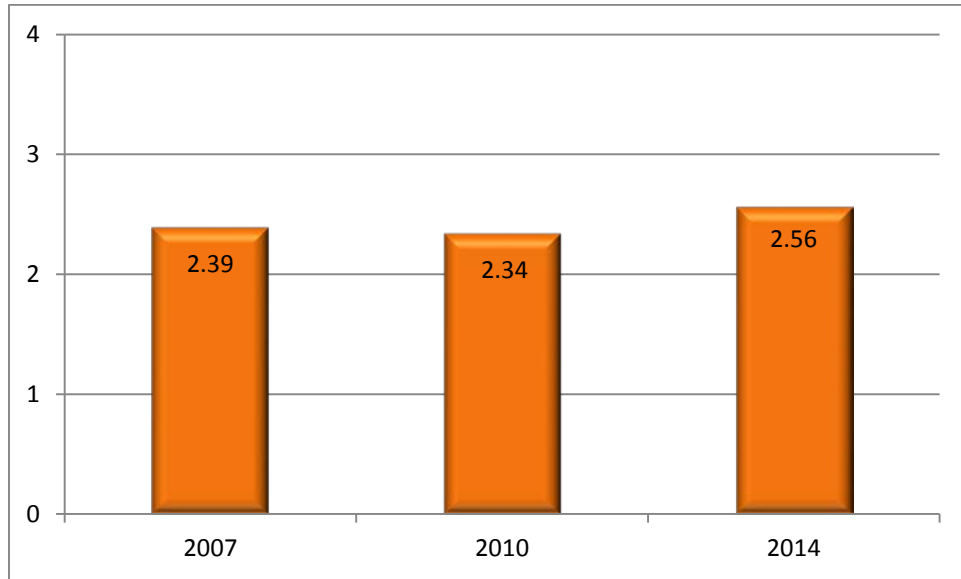


*Outcome as Defined by SUNY (Changed in 2006)

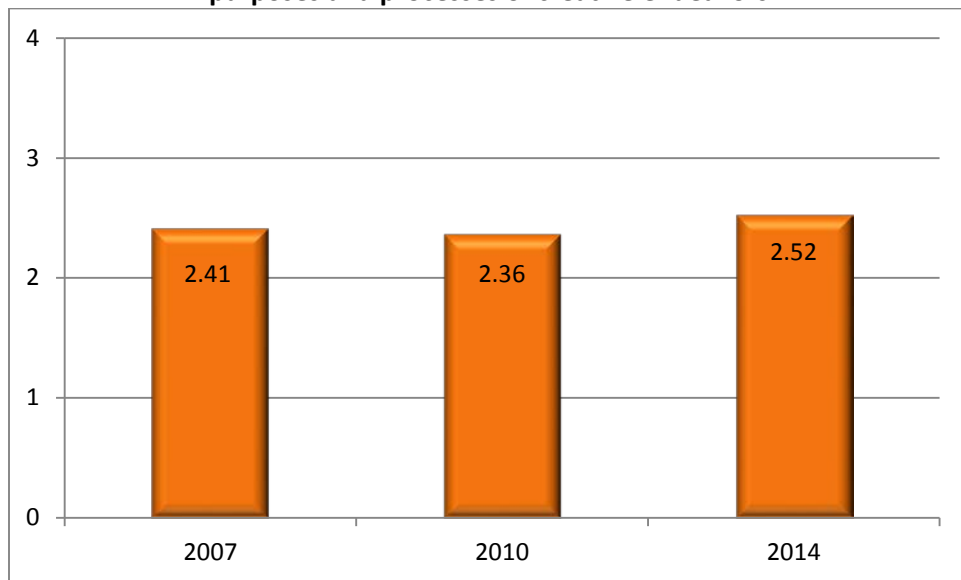
Portfolio: Ability to read and understand visual and/or performed language.



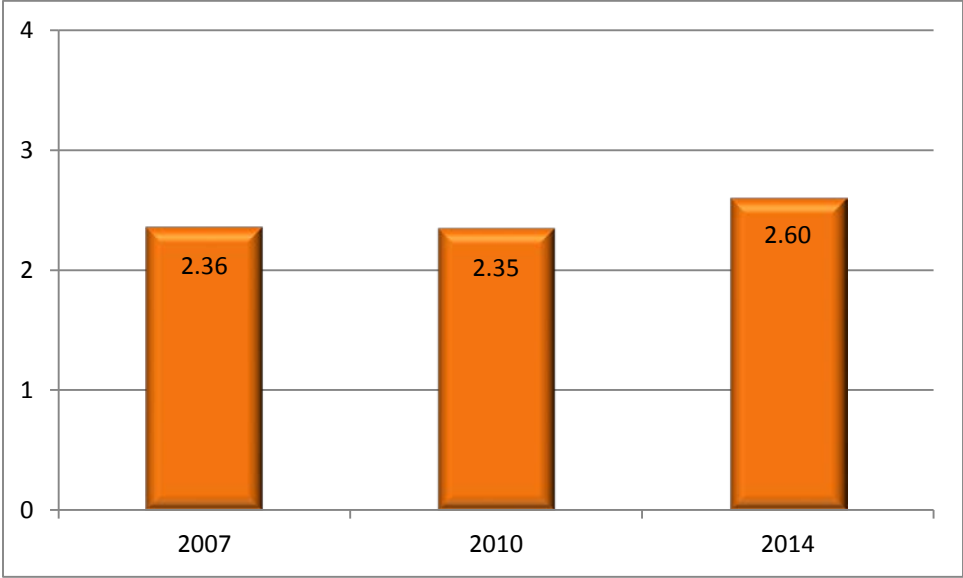
Portfolio: Understanding of the meaning and use of artistic symbols in social context



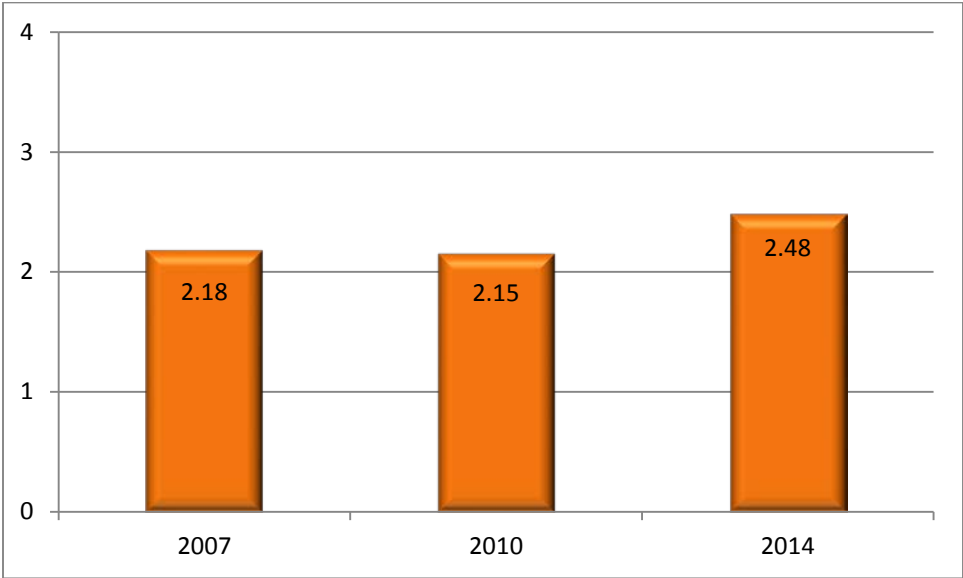
Portfolio: Ability to interpret visual and/or performed work, including an understanding of purposes and processes of creative endeavors



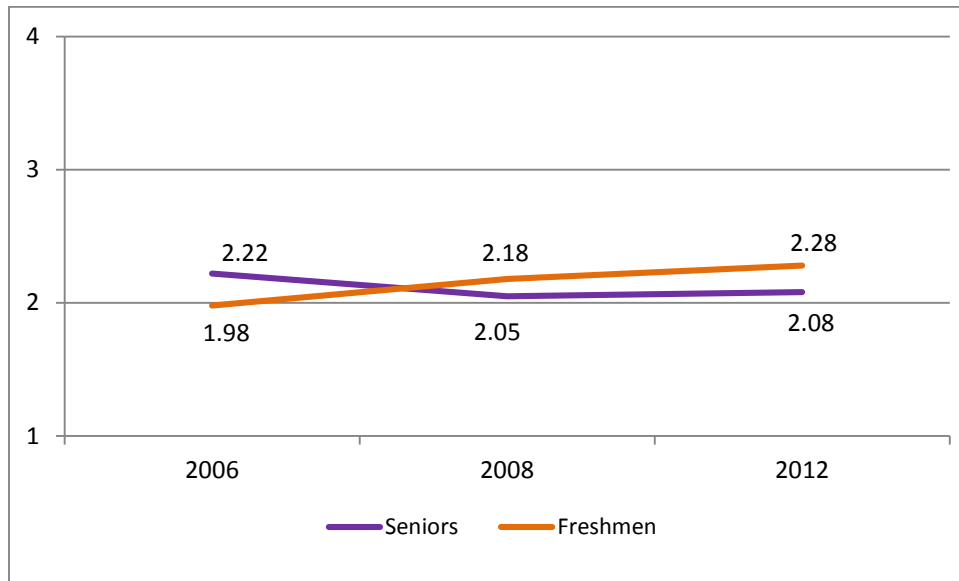
Portfolio: Ability to identify the persuasive and/or emotive aspects of visual and/or performed work



Portfolio: Understanding of artistic criteria for evaluating visual and/or performed work



NSSE: Attended art exhibit, gallery, play, dance or theater performance



ARTS Assessment 2014- Suggestions going forward:

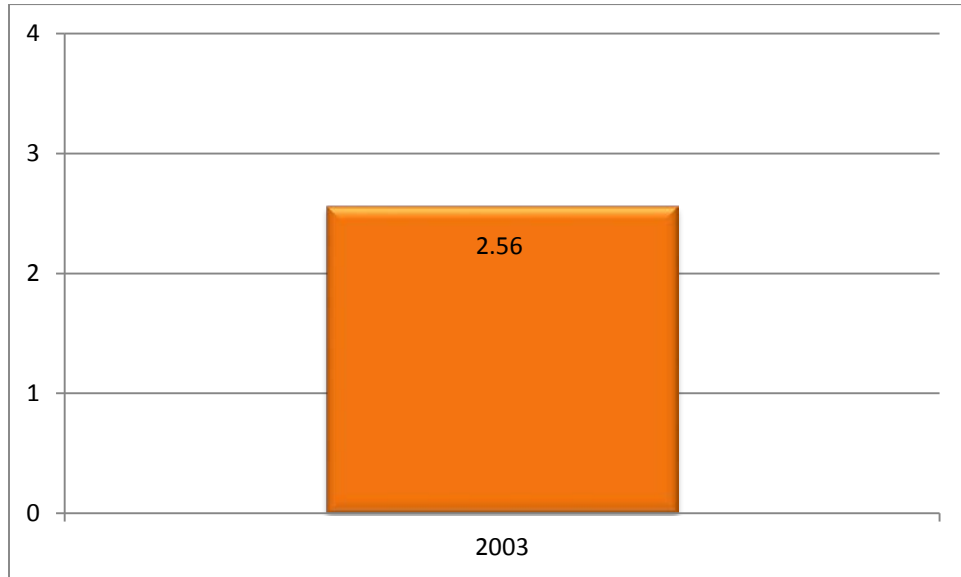
1. Schedule regular meetings of faculty teaching IF courses to regularly review and discuss the SLOs, assessment results, and pedagogy related to student achievement of the learning outcomes at the department, deans, and college levels.
2. Develop the next prompt and rubric for the following five year assessment cycle and encourage faculty teaching IF courses to use the rubric for various assignments and perhaps embed the prompt in the course each year so faculty can have regular assessment results. This process would also serve to increase consistent use, interpretation, and regular refinement of the assessment materials.
3. In future assessments of IF Arts, consider using multiple measures of assessment including review of syllabi, course assignments, and narrative/teaching portfolios of faculty teaching IF courses. It is suggested that assessment methods be authentically embedded within the course as appropriate.
4. As results of this assessment are disseminated and discussed, it is suggested that the improvement recommendations and actions to be taken be revised after all constituents have had the opportunity for input.

Humanities

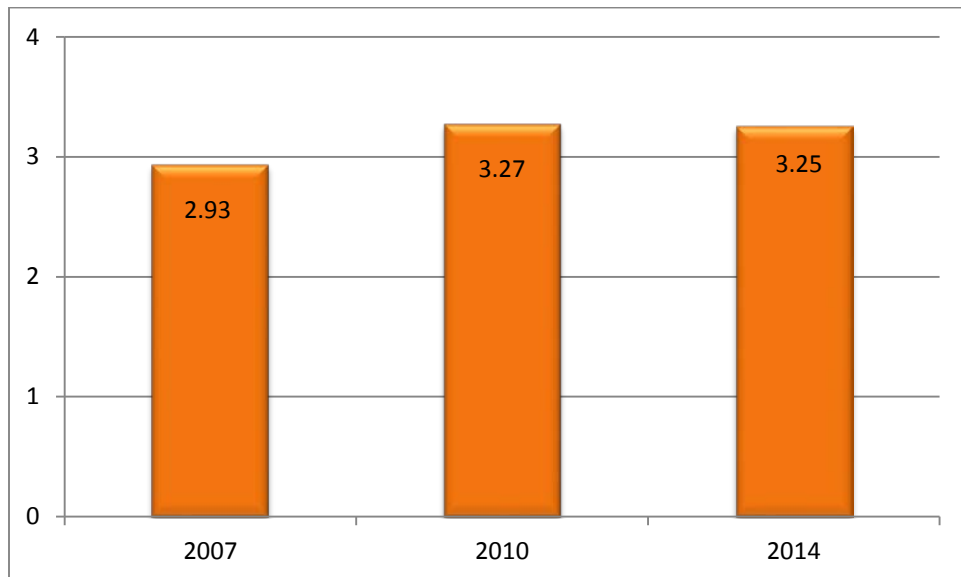
Portfolio Assessment

Portfolio: Conventions and Methods of at least one discipline in the Humanities*

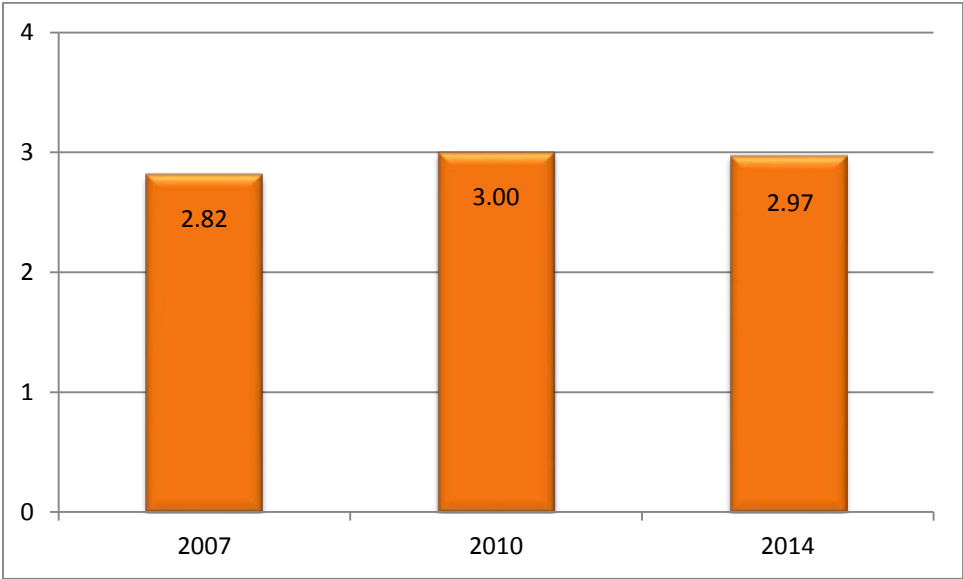
***Outcome as Defined by SUNY (Changed in 2006)**



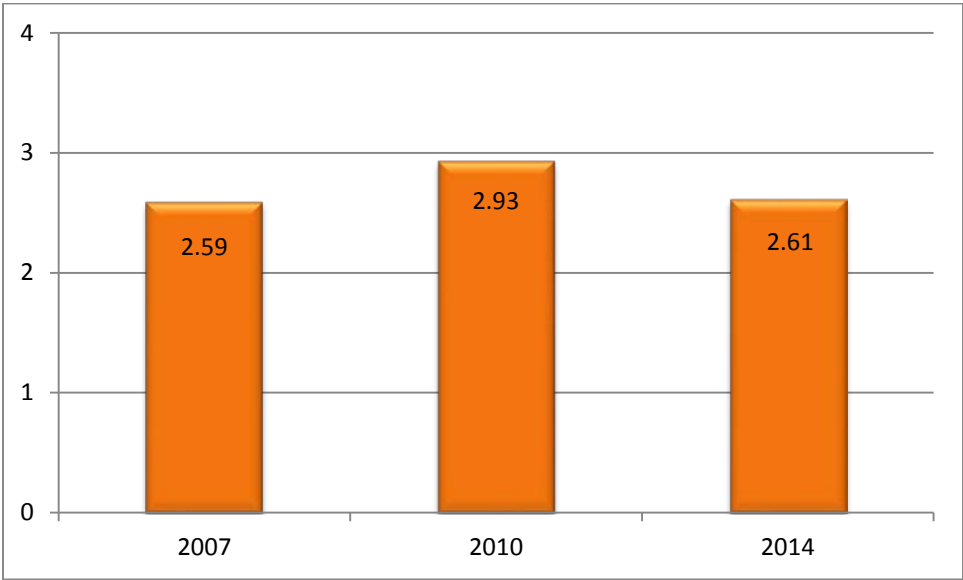
Portfolio: Reflect on basic questions of life with goal of understanding the world and one's place in it



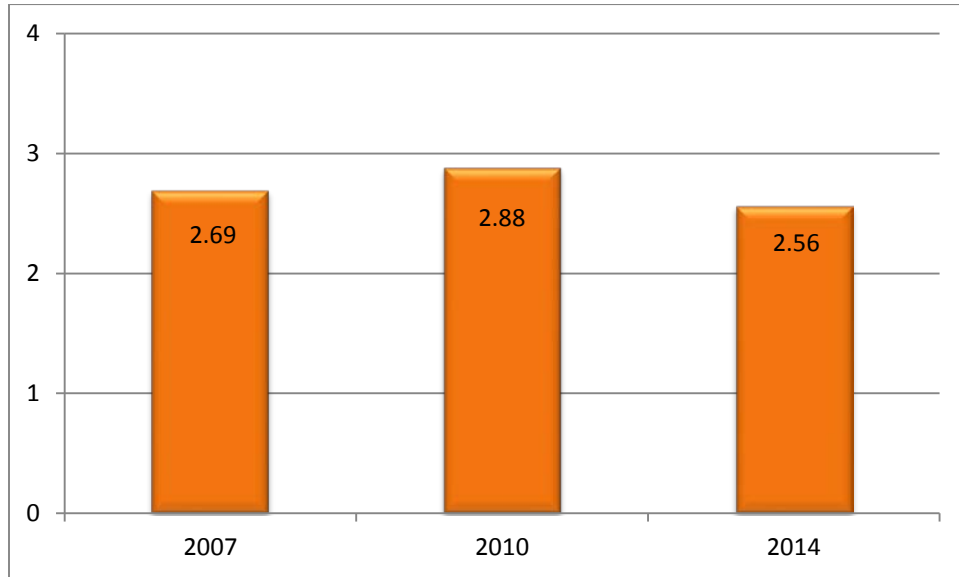
Portfolio: Articulate and defend critically informed values



Portfolio: Recognize and demonstrate creative thought in producing answers to individual and social questions



Portfolio: Engage in close reading of text (Employ close reading, analysis, and discussion (oral and written) of significant primary texts.



HUMANITIES 2014 Assessment - Suggestions going forward

1. Schedule regular meetings of faculty teaching IF courses to regularly review and discuss the SLO's, assessment results, and pedagogy related to student achievement of the learning outcomes at the department, deans, and college levels.
2. Develop the next prompt and rubric for the following five year assessment cycle and encourage faculty teaching IF courses to use the rubric for various assignments and perhaps embed the prompt in the course each year so faculty can have regular assessment results. This process would also serve to increase consistent use, interpretation, and regular refinement of the assessment materials.
3. In future assessment of IF Arts, consider using multiple measures of assessment including review of syllabi, course assignments, and narrative/teaching portfolios of faculty teaching IF courses. It is suggested that assessment methods be authentically embedded within the course as appropriate.
4. As results of this assessment are disseminated and discussed, it is suggested that the improvement recommendations and actions to be taken be revised after all constituents have had the opportunity for input.

Information Management

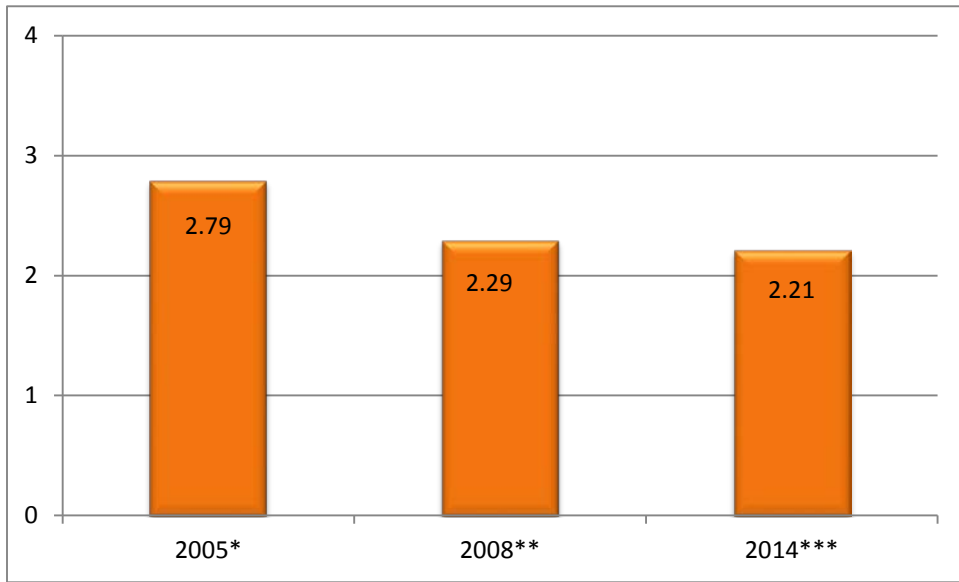
Portfolio Assessment

SUNY SOS (Student Opinion Survey)

NSSE (National Survey Student Engagement)

Alumni Survey

Local Exam: Basic Computer Use

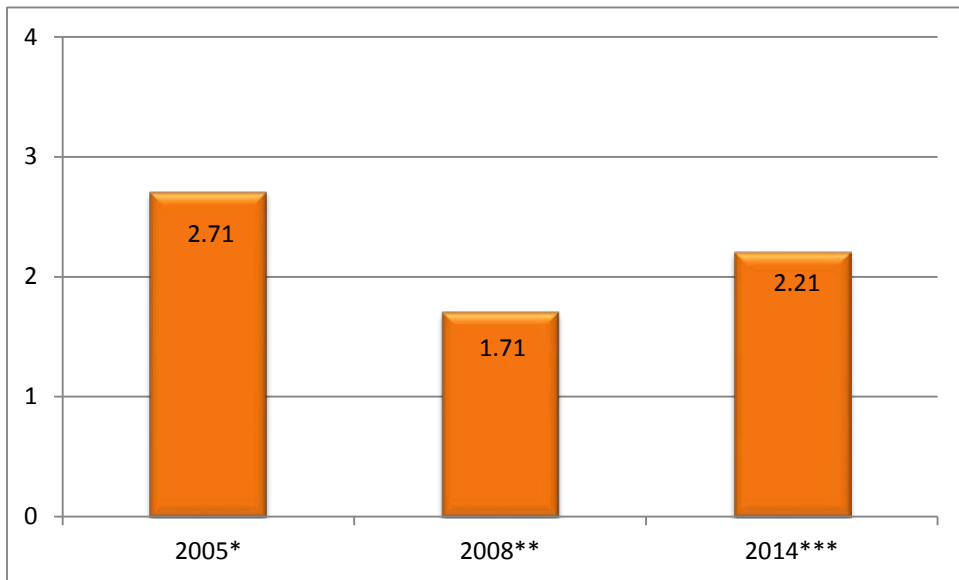


* Assessment in Senior Level Classes Across Curriculum

** Assessment in BSC 101 Freshmen Classes

*** Assessment in CWP 102 Freshmen Classes

Local Exam: Basic Research Technology

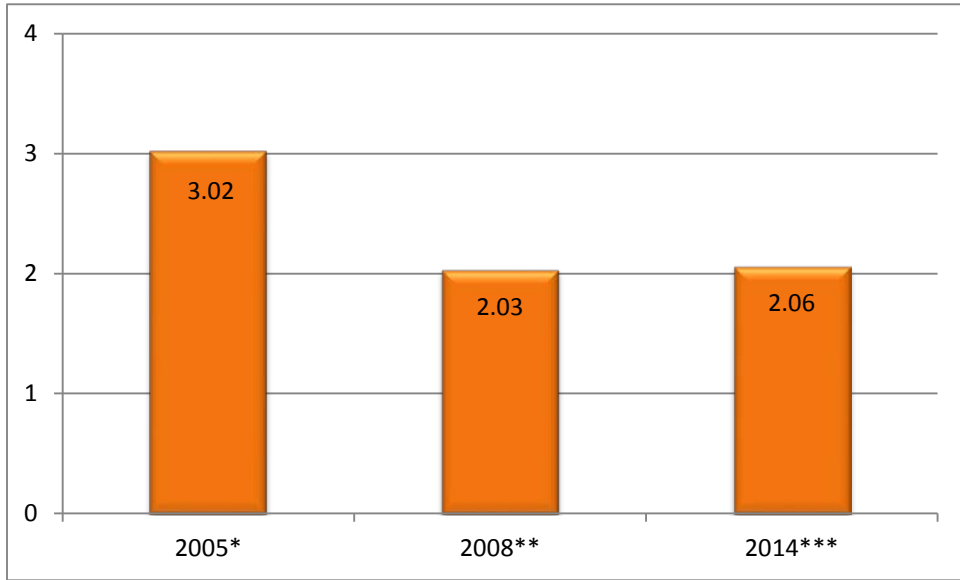


* Assessment in Senior Level Classes Across Curriculum

** Assessment in BSC 101 Freshmen Classes

*** Assessment in CWP 102 Freshmen Classes

Local Exam: Locate, Evaluate and Synthesize Information

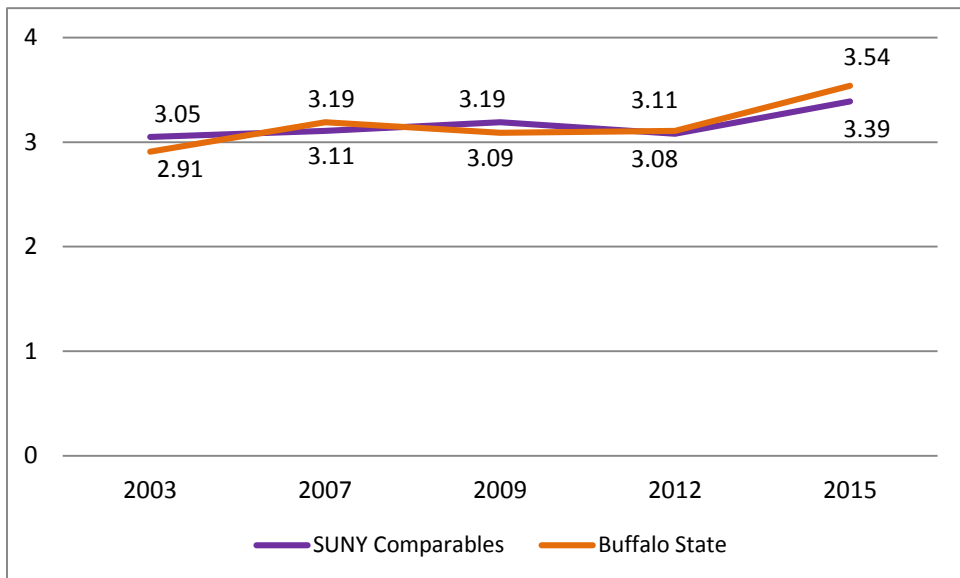


* Assessment in Senior Level Classes Across Curriculum

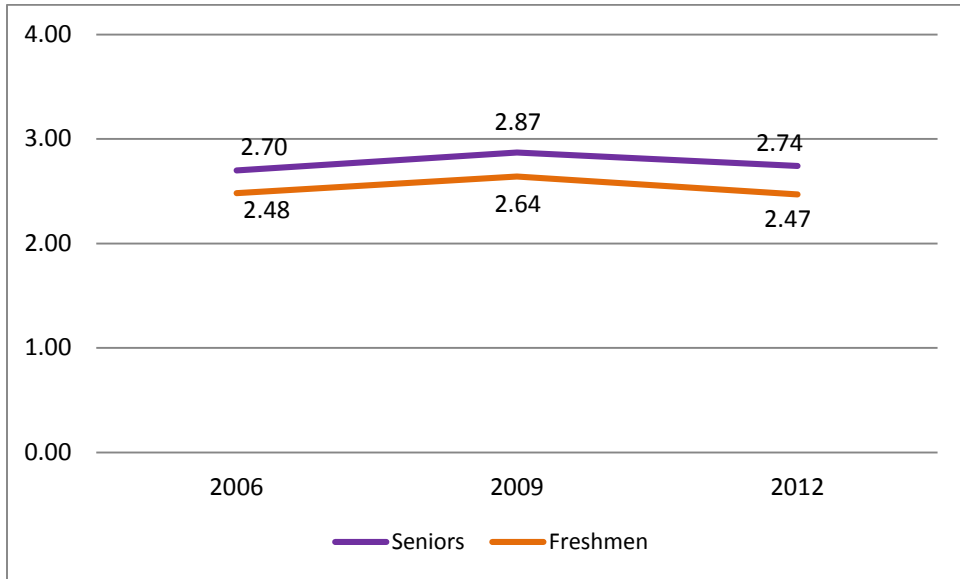
** Assessment in BSC 101 Freshmen Classes

*** Assessment in CWP 102 Freshmen Classes

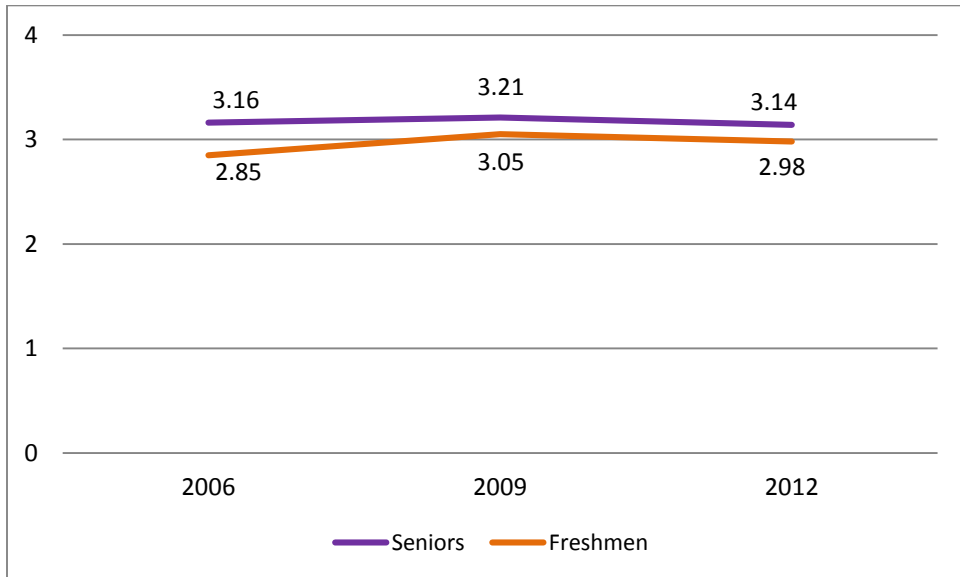
SOS: Using computer information technology effectively



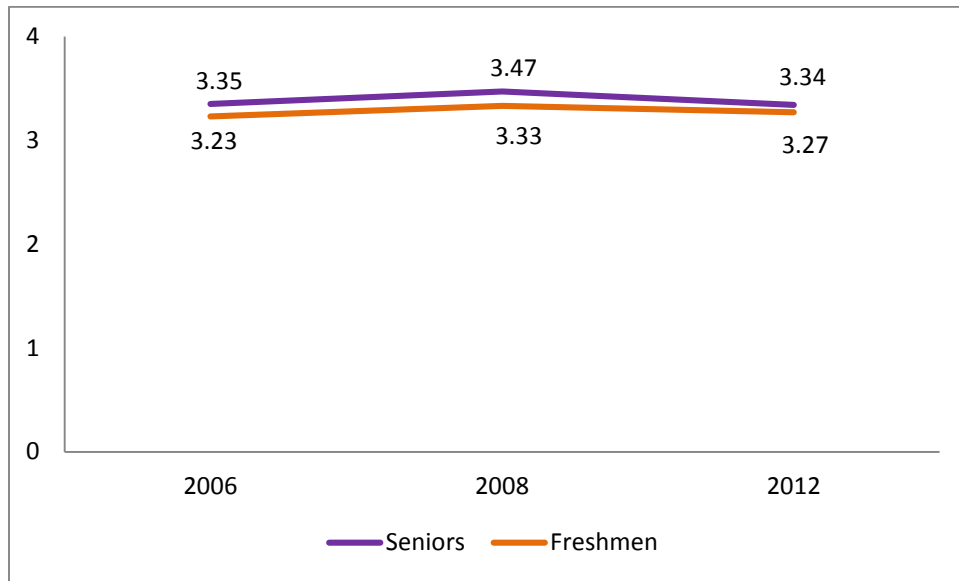
NSSE: Used electronic medium to discuss or complete assignment



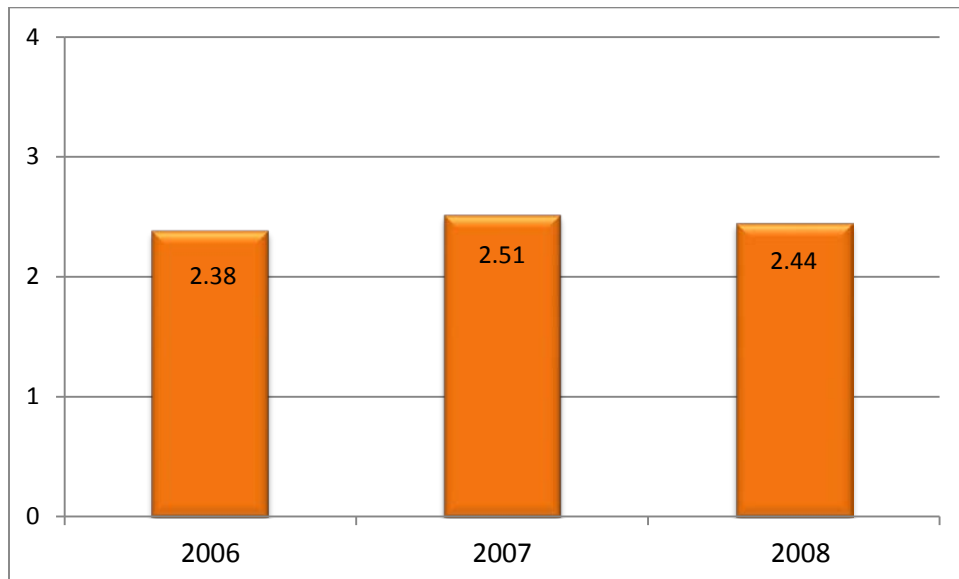
NSSE: Using computing and information technology



NSSE: Using computers in academic work



Alumni Survey: Using computer technology



Improvements suggested as a result of this assessment: Regarding SLO #1, which had the greatest number below standard, the Information Management Oversight and Assessment Committee (IM OAC) would suggest improving the student's ability to use citation management functionality from within the document processing application. This would improve citation formatting consistency, which was the main problem of students' information usage, and alleviate many of the basic mistakes like indentation, use of et al, italics, and other APA/MLA rule automatically built into the logic of the citation management software. Use of citation management software at the time of information discovery would also alleviate students' inability to choose/discern the proper citation document type, especially for those students who cited every source as a Web page simply because the information accessed was done so via the Web, regardless of the document type (online newspaper, journal article, e-book, etc.). Many students even cited the library's online resources as web pages. Regarding SLOs #2 and #3, overall the students were successful in discovering appropriate information sources and integrating them into their papers. Continued success will be assured by the ongoing implementation of the new common writing handbook (Diana Hacker's "A Writer's Reference") with emphasis on the sections for research and for MLA/APA information synthesis.

Action to be taken in addressing these assessment findings (Action Plan): The E.H. Butler Library, in conjunction with the College Writing Program, will develop instructional videos showing students how to take advantage of citation management software. These videos will be made available on the library website for inclusion in course learning management systems so that students may repeatedly access and benefit from the citation application instruction asynchronously at their convenience or at the appropriate time.

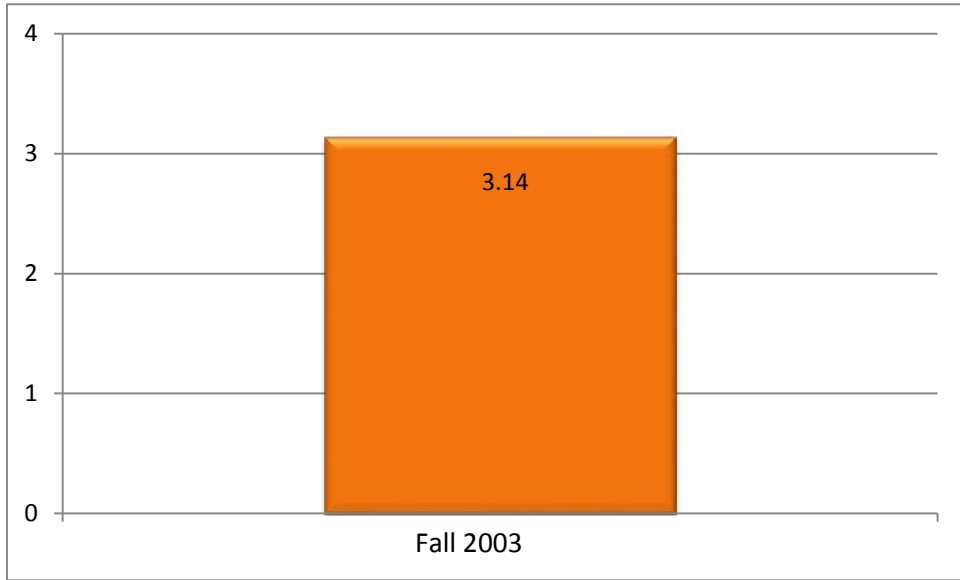
Suggestions going forward: Incorporate the new *Framework for Information Literacy for Higher Education* produced by the Association of College & Research Libraries (ACRL) when completed late 2014. The draft version of this framework (published June 2014) provides 6 frames for institutions to use in developing information management/information literacy programs. The six frames are "scholarship is a conversation," "Research as Inquiry," "Authority is Constructed and Contextual," "Format as a Process," and "Searching as Exploration." Earlier drafts of this framework, with the same or similar frames, influenced the IM OAC's interpretation of the SUNY Information Management competency during IM OAC deliberations on the new Intellectual Foundation program. ACRL framework was instrumental in deciding to integrate the IM SLOs with the Writing SLOs when infusing these outcomes into the majors. After the IF2014 initiation this fall, the ACRL framework will help departments understand the goals and logic behind our interpretation of SUNY's committee has for producing information literate graduates.

SUNY IM SLO	Exceeds Standard (3)	Meets Standard (2)	Below Standard (1)
SLO 1: "Perform the basic operations of personal computer use" (as evinced by the electronic document's formatting and submission).	Submitted an electronic copy of their document with proper style and citation formatting.	Submitted an electronic copy of their document with proper citation formatting.	The student was able to submit an electronic copy but the citation formatting was improper.
SLO 2: "Understand and use basic research techniques" (as evinced by the appropriateness of the resources the student was able to find and cite).	All references are from professional periodicals or other appropriate academic sources.	References are primarily from professional periodicals and appropriate sources or usage of other source types is contextualized and justified.	References are primarily from sources of questionable authority or legitimacy and their usage is not adequately justified.
SLO 3: Students will locate, evaluate, and synthesize information from a variety of sources (as evinced by source summaries, comparison, and arrangement).	The student provides exemplary information source summary (evaluate), establishes relevancy (locate), and integrates resources meaningfully (synthesize).	The student provides sufficient information source summary (evaluate), establishes some relevancy (locate), and integrates most resources meaningfully (synthesize).	The student provides minimal information source summary (evaluate) and does not establish relevancy (locate) or sufficiently integrate resources (synthesize).

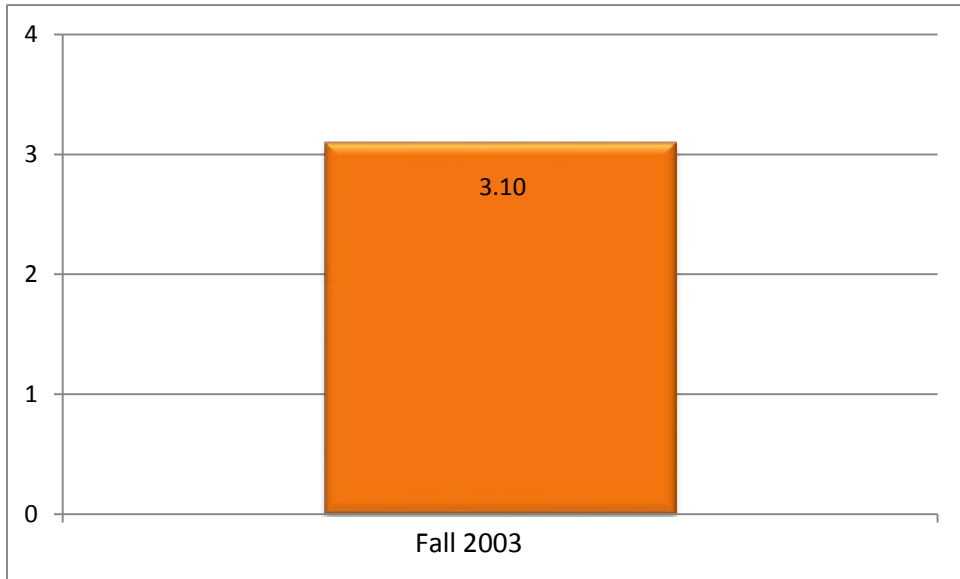
Natural Sciences

Portfolio Assessment
CAAP

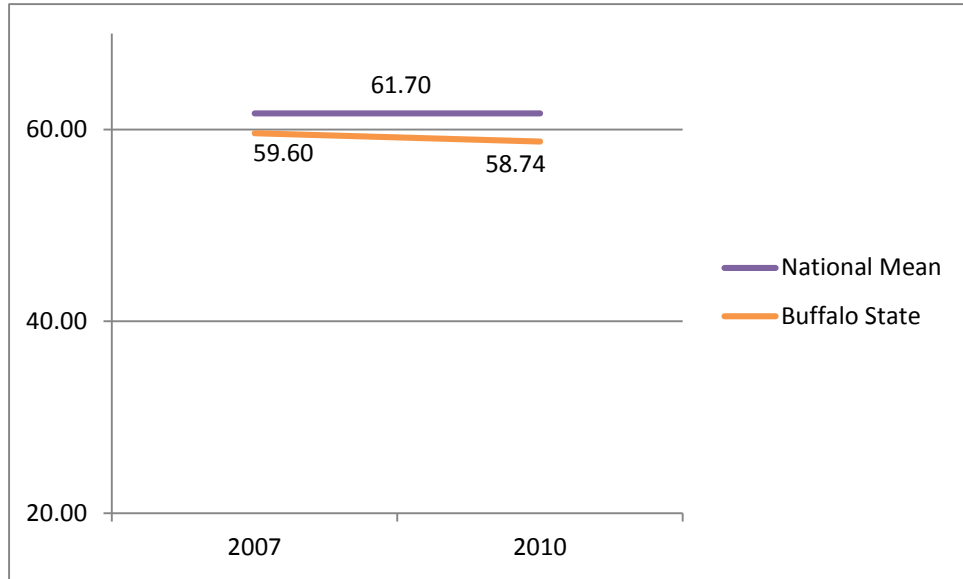
Portfolio: Understanding of Methods Used to Explore Natural Phenomena



Portfolio: Application of data



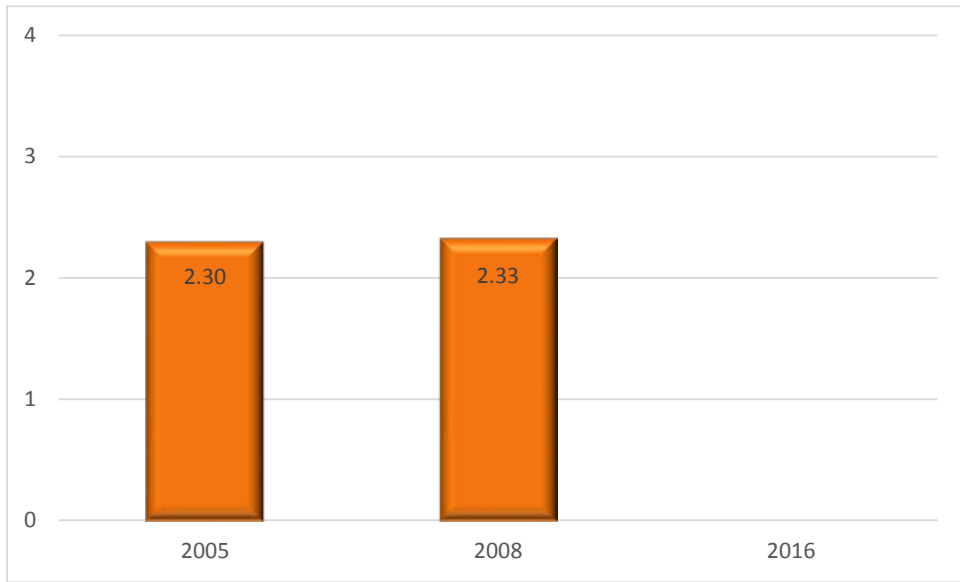
CAAP Exam



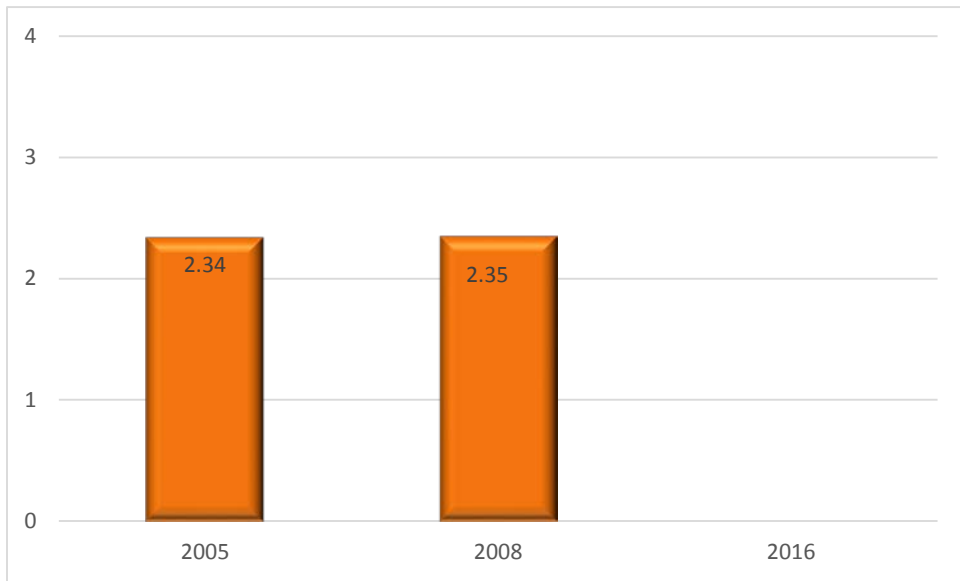
Western Civilization

Portfolio Assessment

Portfolio: Development of Distinctive Features of Western Civilization



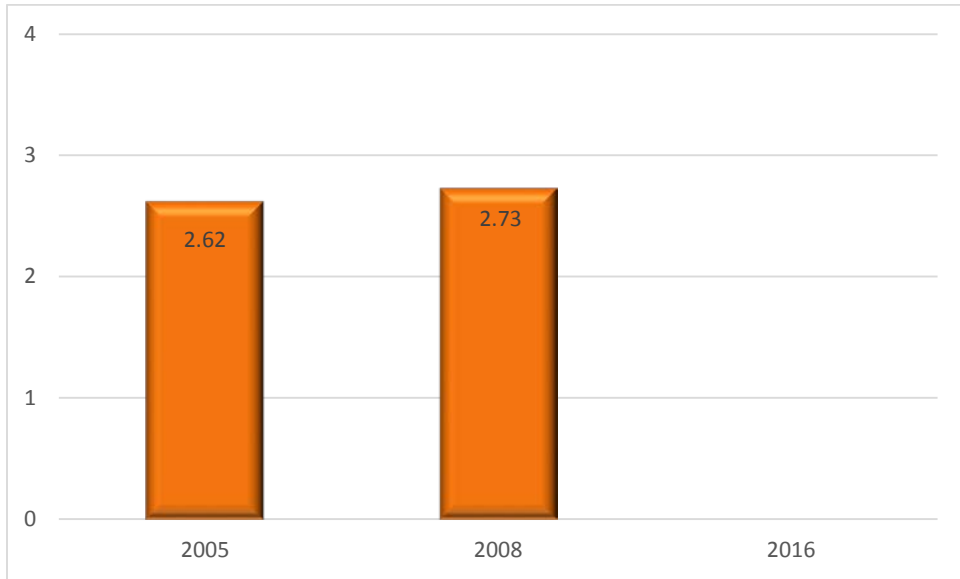
Portfolio: Relationship to Other Regions of the World



Non Western Civilization

Portfolio Assessment

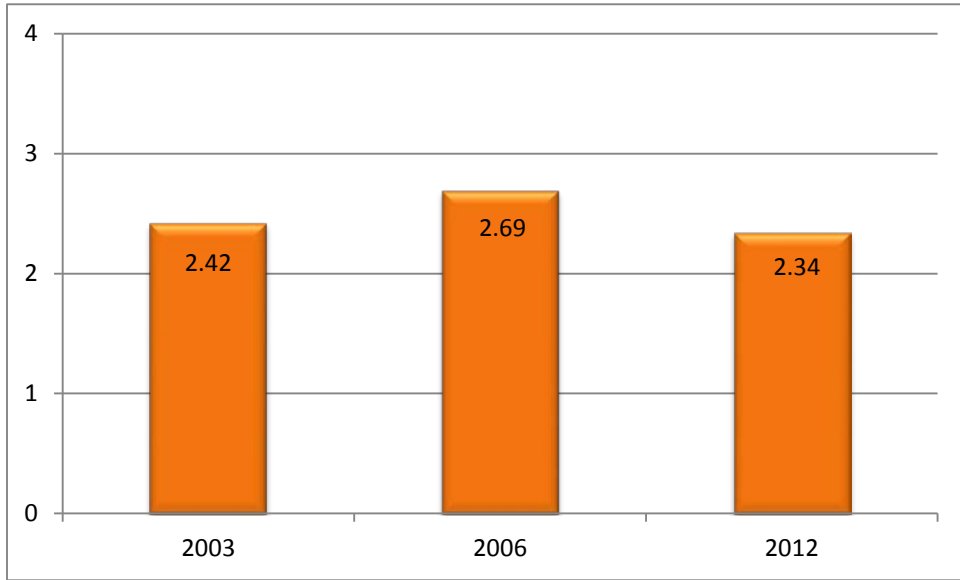
Portfolio: Knowledge of a Broad Outline of World History



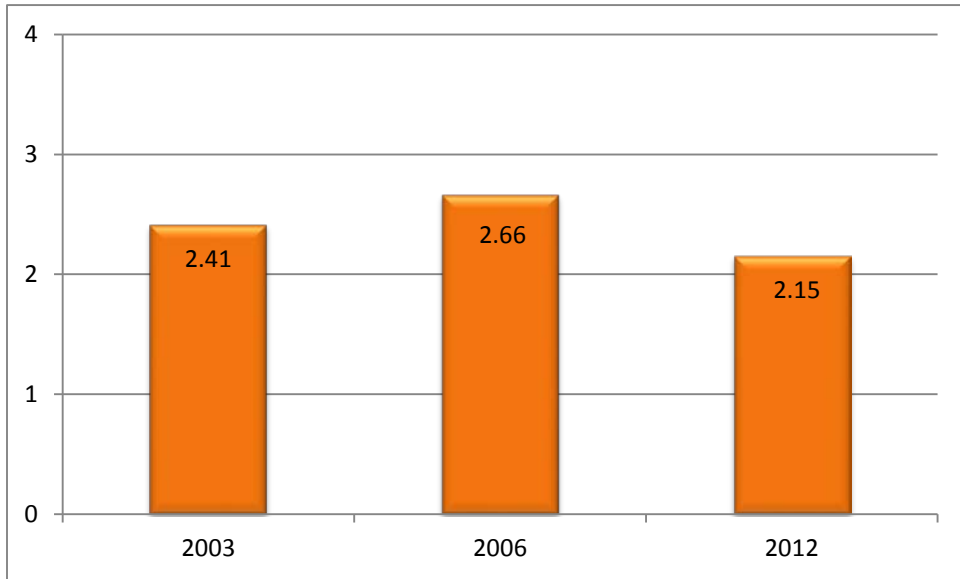
American History

Portfolio Assessment

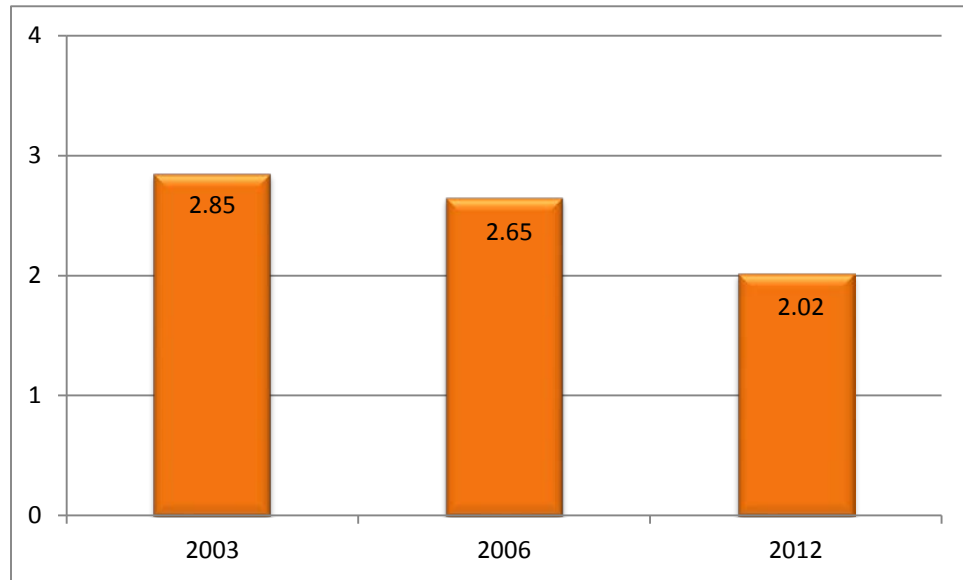
Portfolio: Knowledge of Basic Narrative of American History



Portfolio: Knowledge of Common Institutions in American Society



Portfolio: Understanding of American Relationships with the Rest of the World



Diversity

Syllabi Analysis

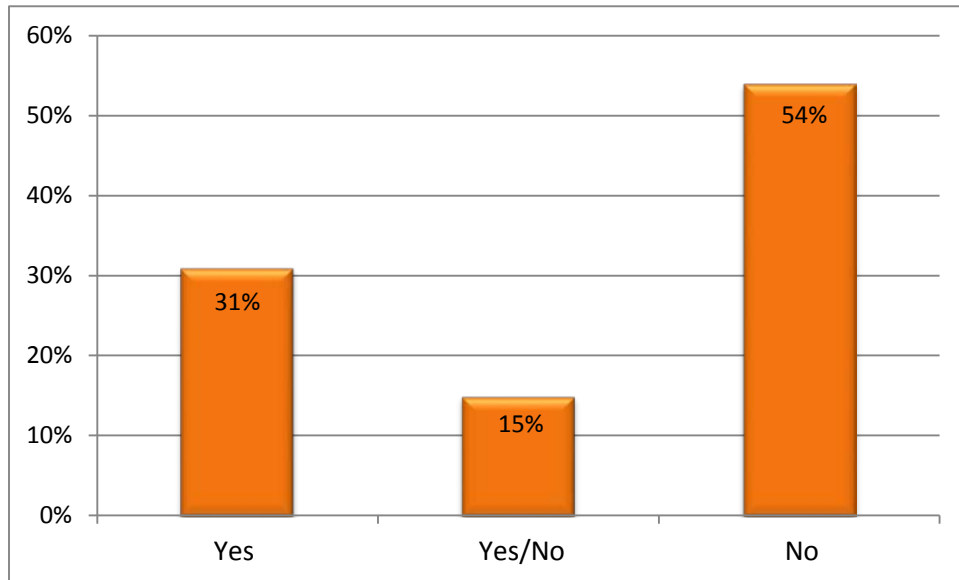
Portfolio Assessment

SUNY SOS (Student Opinion Survey)

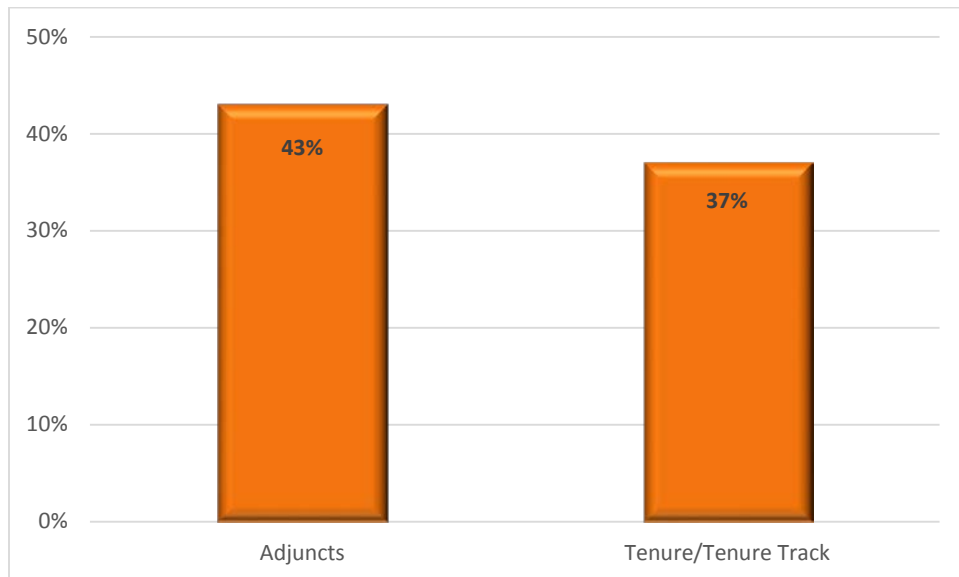
NSSE (National Survey Student Engagement)

Alumni Survey

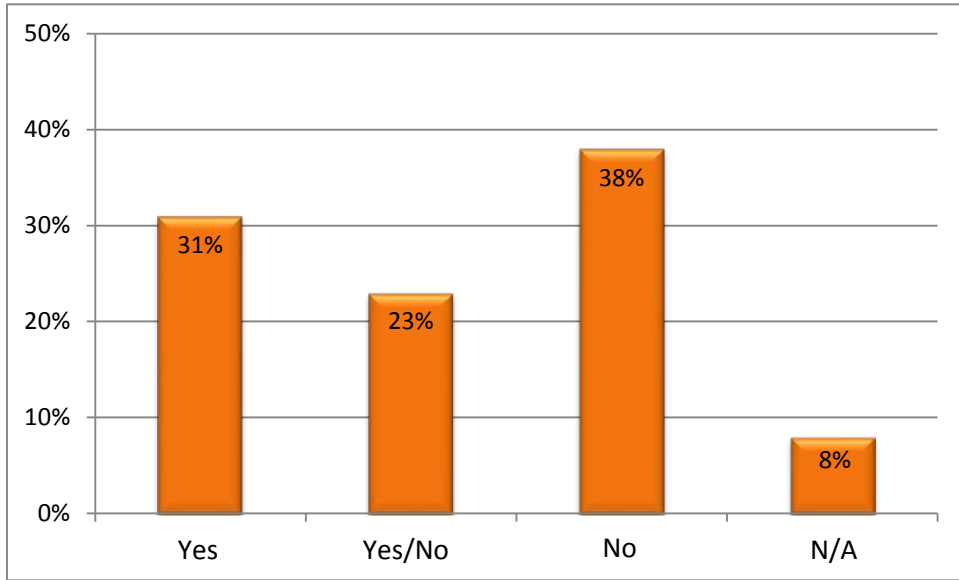
Diversity Syllabi 2008: Were outcomes included?



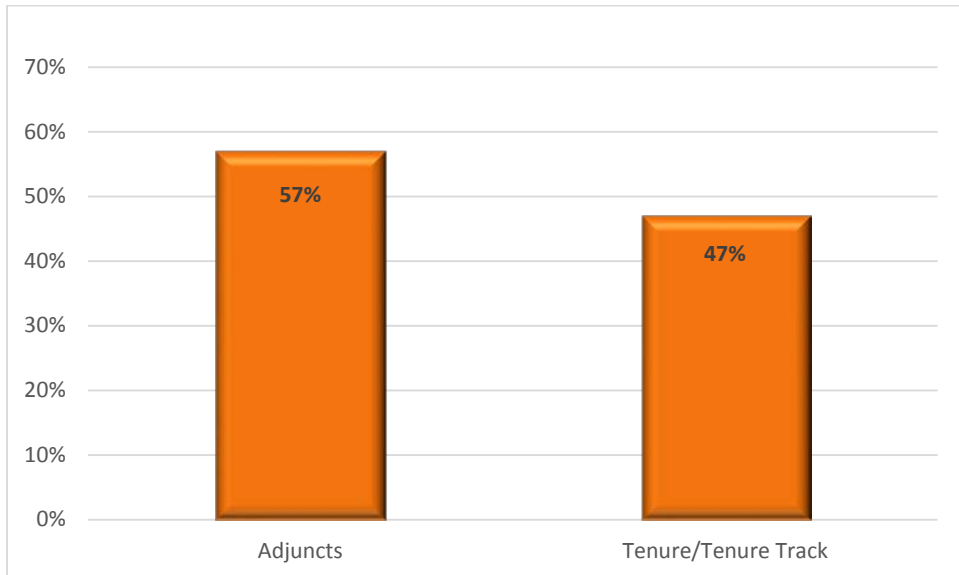
Diversity Syllabi 2015: Course activities were aligned with outcomes.



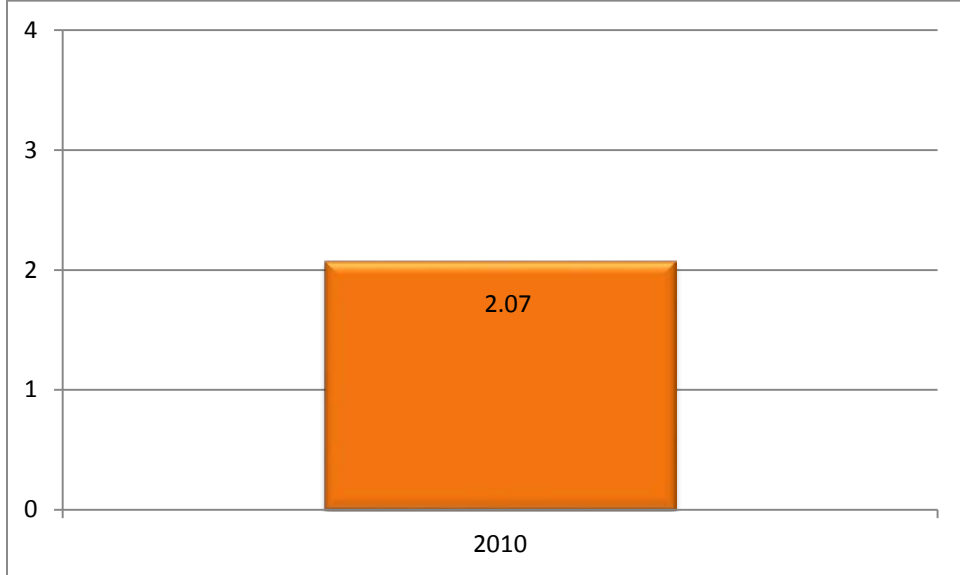
Diversity Syllabi 2008: Were activities aligned with outcomes?



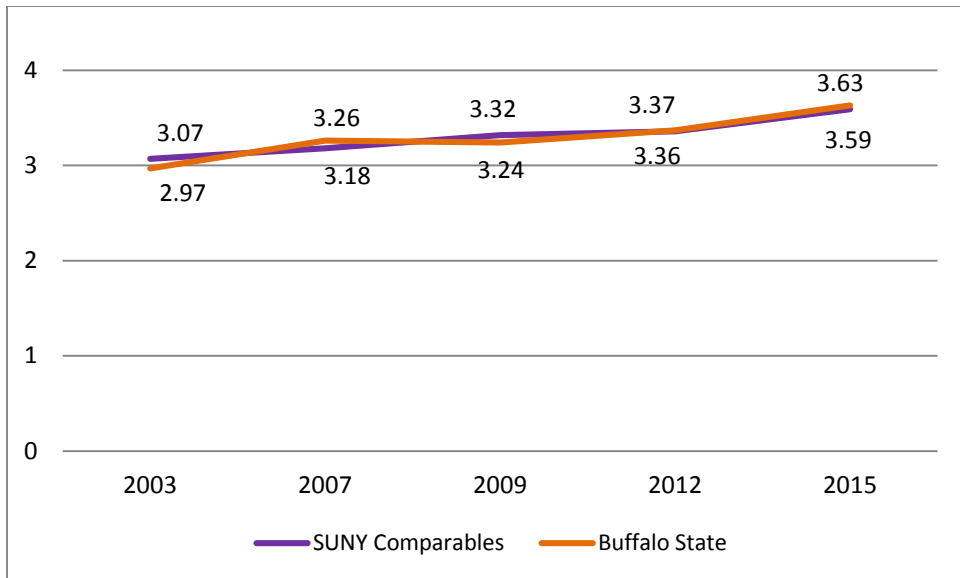
Diversity Syllabi 2015: Outcomes were included in syllabi.



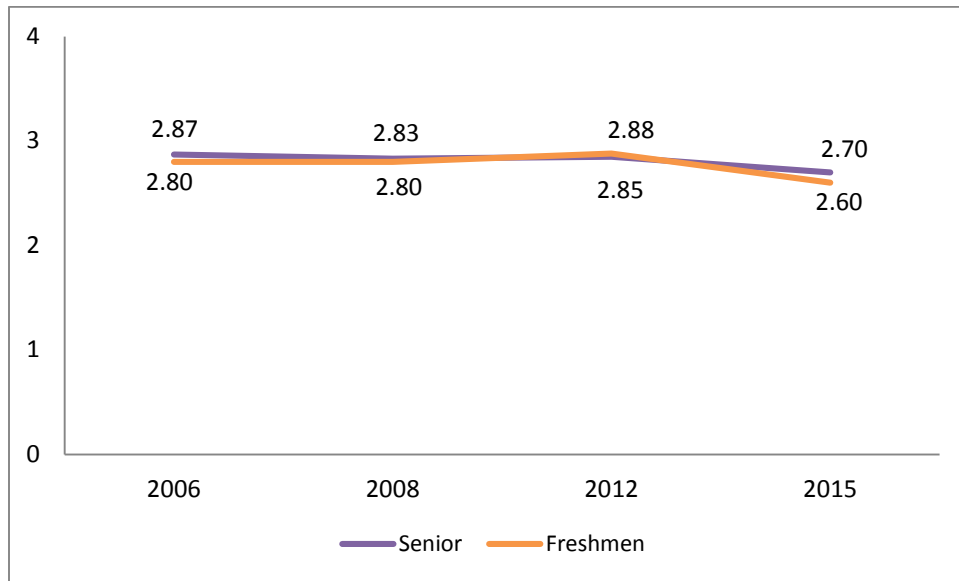
Portfolio: Critically examine the past, current or prospective influences of diverse groups in American Society.



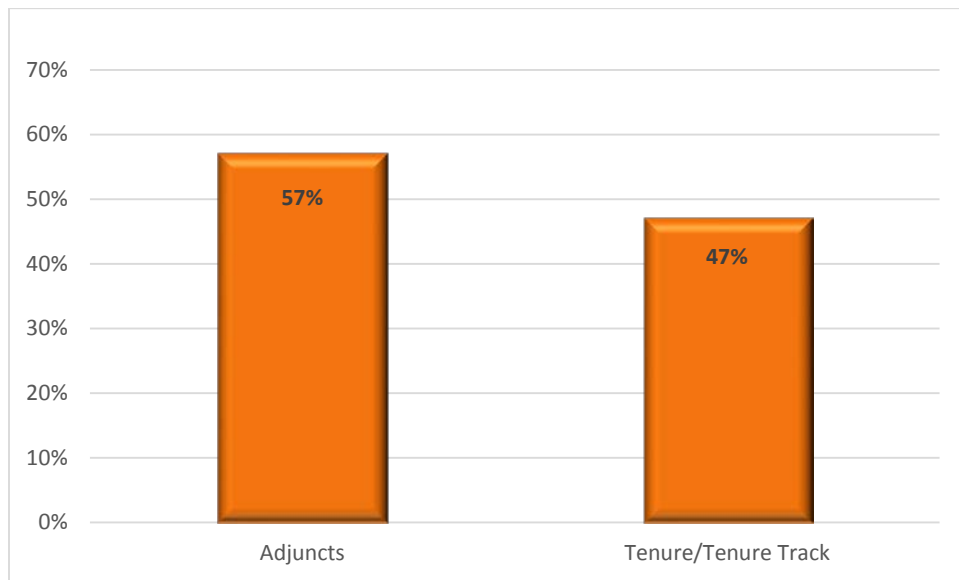
SOS: Understanding and appreciating ethnic/cultural diversity and individual differences



NSSE: Included diverse perspectives in class assignments or writing assignments



NSSE: Understanding people of other racial and ethnic backgrounds



**Understand and Appreciate Ethnic/Cultural Diversity and Other Individual Differences.
Alumni Survey (4 = Very Large Contribution, 0 = No Contribution)**

