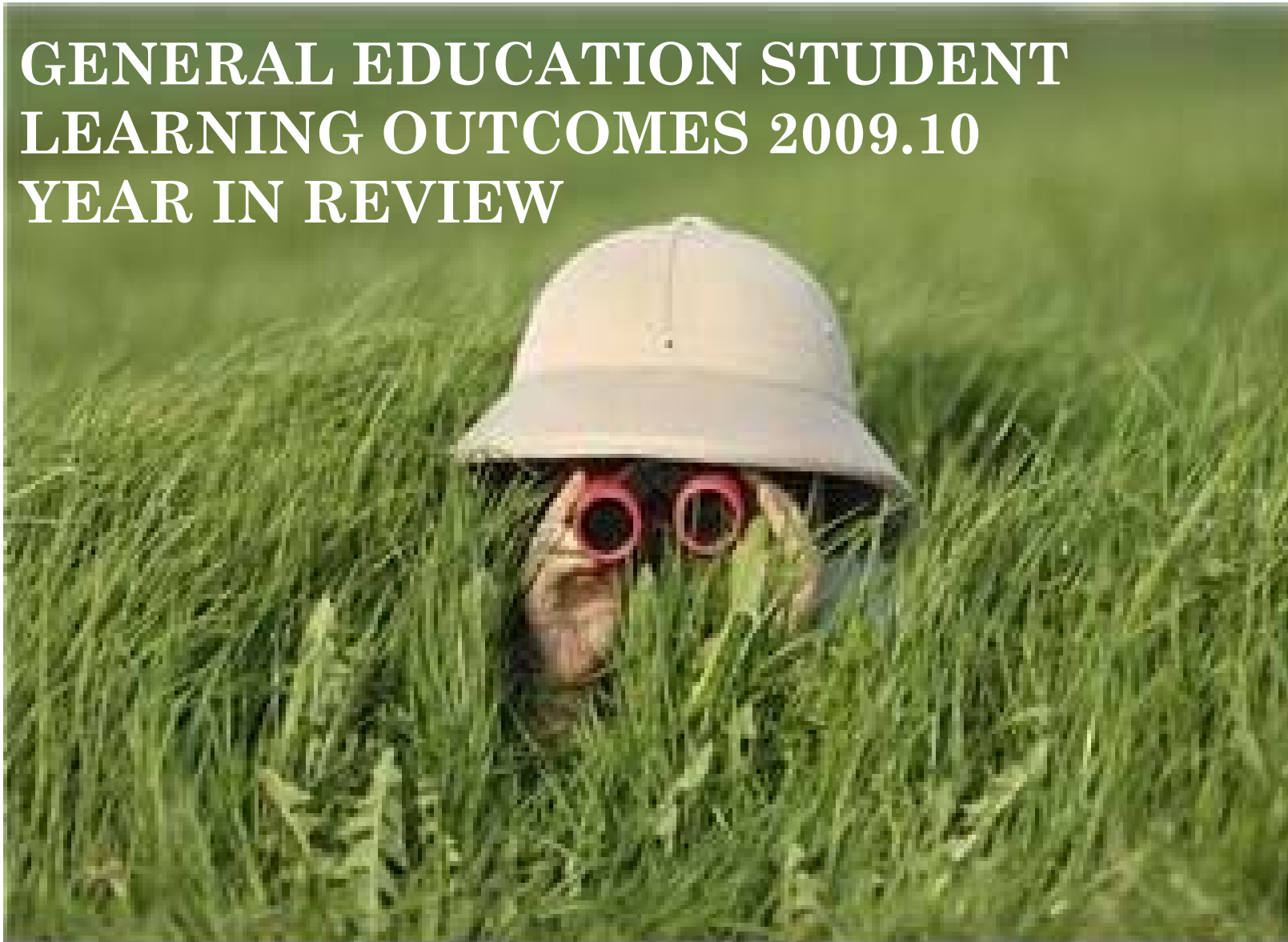


**GENERAL EDUCATION
STUDENT LEARNING
OUTCOMES ASSESSMENT
REPORT
ACADEMIC YEAR 2009.10**

Academic Affairs

STUDENT LEARNING OUTCOMES
ASSESSMENT OFFICE

**GENERAL EDUCATION STUDENT
LEARNING OUTCOMES 2009.10
YEAR IN REVIEW**



THE PLAN

- **Why did we assess?**
 - Discover how well our students are achieving the General Education student learning outcomes approved in 2009.
 - Help programs assess curriculum, pedagogy, and assessment strategies.
- **What did we assess?**

8 General Education Student Learning Outcomes
- **How did we define student achievement?**

Set benchmarks depending on the type of assessment



THE PLAN

- **How did we assess – what evidence did we collect?**
Course embedded assignments (direct method) and NSSE data (indirect method).
- **Who developed and implemented the assessments?**
Over 30 faculty members
- **Are we satisfied with the results? If not, what are we doing about it?**
See recommendations and next steps.



RESULTS: SELECTED SAMPLE

Communication Area:

Revise and Improve Written Products

- **Benchmark**
100% of students will demonstrate some form of revision intended to improve writing products.
- **Findings**
Met (99.5%)



RESULTS: SELECTED SAMPLE

Communication Area:

Revise and Improve Written Products

○ **Other Benchmarks Established as a Result**

- 70% of students will use revision to use source information to support claims or thesis.
- 70% of students will use revision to address errors in editing and mechanics.
- 55% of students will use revision to improve organizational structure.
- 30% of students will use revision to show increased complexity of thought and audience awareness.



RESULTS: SELECTED SAMPLE

Scientific, Mathematical, and Technical Literacy:
Use appropriate technology to achieve desired outcomes

- **Benchmark**

Graduating students will indicate RIT has helped them “quite a bit” in the area of using computing and technology (mean score of 3 on a 4 point scale on NSSE).

- **Findings**

Exceeded (3.41)



Recommendations



MAJOR RECOMMENDATIONS

- Review all assessment data collected with faculty to further determine what we have learned about student achievement.
- Implement curriculum, instructional, and assessment recommendations as articulated in the full report.
- Refine General Education Student Learning Outcomes based on student achievement results and faculty feedback. (see chart)
- Revise assessment timetable to provide additional time for increased planning and greater use of direct assessment measures. (see chart)



Rochester Institute of Technology- General Education Student Learning Outcomes Assessment Plan (5 Year)

Theme	Student Learning Outcome	2009 - 2010	2010.- 2011	2011 – 2012	2012 - 2013	2013 - 2014
Communication	Express oneself effectively in common college-level written forms using standard American English	✓				
	Revise and improve written products	✓				
	Express oneself effectively in presentations, either in spoken standard American English or sign language (ASL or English-based Signing)					✓
	Comprehend information accessed through reading and discussion					✓
Intellectual Inquiry	Review, assess, and draw conclusions about hypotheses or theories				✓	
	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions				✓	
	Construct logical and reasonable arguments that include anticipation of counterarguments				✓	
	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information			✓		
Ethical, Social, and Global Awareness	Analyze similarities and differences in human experiences and consequent perspectives		✓			
	Examine connections among the world's populations		✓			
	Identify contemporary ethical questions and relevant positions			✓		
Scientific, Mathematical, and Technological Literacy	Explain basic principles and concepts of one of the natural sciences	✓				
	Apply methods of scientific inquiry and problem solving to contemporary issues	✓				
	Comprehend and evaluate mathematical or statistical information	✓				
	Perform college-level mathematical operations on quantitative data	✓				
	Describe the potential and the limitations of technology	✓				✓
	Use appropriate technology to achieve desired outcomes	✓				
Creativity, Innovation, and Artistic Literacy	Demonstrate creative/innovative approaches to course-based assignments or projects			✓		
	Interpret and evaluate artistic expression considering the cultural context in which it was created				✓	

Next Steps



NEXT STEPS

General

- **Develop timeline for implementation of** identified recommendations and next steps for each student learning outcome (summer 2011)
- Provide **faculty development** opportunities throughout the various stages of assessment process (ongoing).
- **Review rubrics** and refine as indicated by faculty recommendations (June 23, 2011).
- **Disseminate findings** and recommendations to colleges, departments, governance groups, and Board of Trustees (ongoing).



NEXT STEPS

- **Communication**
 - FITL workshop to share findings on revise and improve written products
- **Scientific, Mathematical, and Scientific Literacy**
 - **Conduct a further review and analyses** of the findings and use of results with the faculty who piloted the assessment and the original SMTL Faculty Team (June 23, 2011).
 - Discuss, implement, and iterate a common, **consistent assessment approach** in Science and Math courses (June 23, 2011 and next assessment cycle).



NEXT STEPS

- **Ethical, Social, and Global Awareness**
Implement Ethical, Social, and Global Awareness General Education Faculty Team plans (fall 2011).
- Two Student Learning Outcomes fall 2011
 - Analyze similarities and differences in human experiences and consequent perspectives
 - Examine connections among the world's populations



NEXT STEPS

- **Scientific, Mathematical, and Scientific Literacy**
 - **Conduct a further review and analyses** of the findings and use of results with the faculty who piloted the assessment and the original SMTL Faculty Team (June 23, 2011).
 - Discuss, implement, and iterate a common, **consistent assessment approach** in Science and Math courses (June 23, 2011 and next assessment cycle).



MOVING FORWARD: WORKING WITH COLLEGES

1. Need to be flexible in expectations and approaches to foster assessment success.
2. Need to provide guidance, feedback, and support to faculty along the way.
3. Focus on the student learning outcome and set clear benchmarks at the beginning of the process.
4. Build more time into process to focus on analysis of results and use of assessment results.
5. Assessment Management System (TaskStream)
Workspaces Years 1/2: General Education, Colleges (3),
Administrative Units (2), and Middle States
 - All colleges and admin units Year 3
 - Just launched first electronic progress report for academic programs 2009.10



Questions?

