

SUNY Polytechnic Institute
Course Assessment Template 2022

Course Catalog Number and Name: IDS 201: Perspectives on Knowledge

Course CRN number (from Banner): 2468

Instructor Name: Daryl Lee

Semester and Year: Fall 2022

Student Learning Outcomes*

For each major Student Learning Outcome (SLO) indicated on your syllabus, please provide:

- Statement of Student Learning Outcome (copy from course syllabus)
- Method of assessment (e.g., Midterm 2, Question 3; Final Essay; Group Project)
- Descriptor of the assessment tool (Copy exam question, essay assignment, project assignment)
- Level of attainment*

Level of attainment

A to B = Exceeding

C to C+ = Meeting

C- = Developing

D to F = Not meeting

SLO 1: Demonstrate attentiveness: the ability to attend to the details of texts, ideas, and arguments and utilize these details in one's own writing and thinking in papers and other writing.

Identified Measures: "Close reading" Paper 1

# of students completing:	17
A/A- (10.5)	3
B+/B/B- (7.5)	10
C+/C (5.5)	1
C- (4.5)	0
D+/D/F	3
Meeting or exceeding (C or better):	82%
Approaching (C-):	0%
Not meeting (D+ or lower):	18%

SLO 2: Demonstrate thoughtfulness through critical analysis: the ability to organize observed details and ideas into a cohesive analysis and argument in papers and other writing.

Identified Measures: "Critical Analysis, Paper 1, 2

	Paper 1	Paper 2	Aggregate
# of students completing:	17	19	36
A/A- (10.5)	5	9	14
B+/B/B- (7.5)	6	2	8
C+/C (5.5)	3	3	6
C- (4.5)	0	1	1
D+/D/F (<4.5)	3	4	7
Meeting or exceeding (C or better):	82%	74%	78%
Approaching (C-):	0%	5%	3%
Not meeting (D+ or lower):	18%	21%	19%

SLO 3: Engage and apply different perspectives on knowledge through a group project and other relevant assignments (interdisciplinary perspective-taking).

Identified Measures: Group Dialogue Project and Presentation

	Dialogue 1	Dialogue 2	Aggregate
# of students completing:		20	20
A/A-		9	9
B+/B/B-		4	4
C+/C		7	7
C-		0	0
D+/D/F		0	0
Meeting or exceeding (C or better):		100%	100%
Approaching (C-):		0%	0%
Not meeting (D+ or lower):		0%	0%

SLO 4: Compare western and non-western approaches to knowing via in-class assignment or test.

Identified Measure: Annotations / in-class writing assignment

# of students completing:	16
Satisfactory	12
Approaching	4
Not Satisfactory	0
Meeting or exceeding (C or better):	7%
Approaching (C-):	5%
Not meeting (D+ or lower):	0%

SLO 5: Evaluate different perspectives on knowledge and/or integrate these perspectives into one's own thinking and to articulate this understanding in a thoughtful manner through your papers (integration / synthesis).

Identified Measure: Final Paper (holistic)

	Final paper
# of students completing:	20
A/A- (10.5)	9
B+/B/B- (7.5)	4
C+/C (5.5)	1
C- (4.5)	1
D+/D/F (<4.5)	5
Meeting or exceeding (C or better):	70%
Approaching (C-):	5%
Not meeting (D+ or lower):	25%

SLO 6: Learn at least one thing of personal value but which could neither be planned for nor predicted.

Identified Measures: Learning Philosophy

# of students completing:	19
A/A- (10.5)	11
B+/B/B- (7.5)	4

C+/C (5.5)	4
C- (4.5)	0
D+/D/F	0
Meeting or exceeding (C or better):	100%
Approaching (C-):	0%
Not meeting (D+ or lower):	0%

Course Level Assessment

- 1.) Describe any indirect assessments applicable to this course if collected (e.g., exit survey results, subsequent performance of students in courses for which the present course is a pre-requisite)

None.

- 2.) Describe significant changes to this course implemented this year. (Describe changes to course content, delivery style, approach, etc. and the rationale for changes vis-à-vis the Student Learning Outcomes for the course.)

None

- 3.) Describe any planned significant changes to the course for next year resulting from the current assessment.

My priority is to continue the process of identifying any necessary changes due to change in SUNY GE framework. This course will meet the new SUNY GE Humanities area while maintaining the current SUNY GER Western Civilization area effective Fall 2023.

Additional reflections

- SLO's were unchanged from previous year.
- This course had several students who required academic interventions (e.g., instructor check-ins, early warning alerts, midterm F grades, academic integrity violations, etc.) Despite repeated interventions, two out of three of those most in need of assistance did not respond to efforts to guide them to campus resources. These are students who did not complete most or any of the course readings, did not submit assignments or submitted a paper consisting of one or two paragraphs, etc. This lack of engagement also contributed to plagiarism, including one student with multiple violations. Anecdotally, other instructors report similar experiences. I don't know if this is a pandemic learning after-effect and/or the result of other factors but this is something that the institution may want to examine more closely since it is clearly impacting student success.
- When accounting for the previous observation, levels of student achievement were consistent with previous semesters. That is to say: the results are consistent among students who were

engaged in the class; the percentage of students “not meeting” expectations on the measures linked to written paper assignments is attributable to those students who either plagiarized or whose submissions reflect unserious efforts, for example, writing two brief paragraphs for an assignment of 4-5 pages.

- In distinct contrast to my observation about the number of non-responsive students, I want to note that the class also had a number of students who did extraordinarily high levels of work (e.g., deeply engaged, individualized, and integrative work above and beyond what the course asks them to do.)

*Definitions

Student Learning Outcomes

The learning objectives for your course. These should be stated in your course syllabus. For example, "Students completing this course will be proficient in ...", "Students completing this course will be able to...."

Level of Attainment

You should have a measure of the degree to which students have attained the learning outcome, as defined by a rubric. For example, you may score an individual student's performance on a scale of 1-4, with 4 being *Exemplary*, 3 being *Adequate*, 2 being *Moderate/Developing*, 1 being *Unacceptable*. This is often called the EAMU scale. You should then report the percentage of students scoring in each category.