



## Intellectual Foundations Assessment

IF Designation: Humanities

Academic Year 2013-2014

# students registered 1823

# students assessed 337 (one instructor did not receive full participation of entire students in her course)

Assessment Used: Paper, test, essay, etc. Essay Prompt

Assessment Method Used: Rubric, test items, essay prompts, etc. (PLEASE ATTACH) Rubric

What is the “standard” and how was it determined? The standard for the rubric was developed through a series of assessment workshops attended by the faculty teaching IF Humanities courses and the IF Humanities Oversight Committee. The rubric was applied to sample student work in these workshops to develop consensus around the “standard”.

### Results:

Students will be able to:	Exceeds Standard N/%	Meets Standard N/%	Approaches Standard N/%	Below Standard N/%
<b>Outcome #1:</b> reflect on the basic questions of life with the goal of understand the world and one’s place in it.	144/43%	138/41%	51/15%	4/1%
<b>Outcome #2:</b> articulate and defend critically informed values.	96/29%	159/47%	61/18%	21/6%
<b>Outcome #3:</b> recognize and demonstrate creative thought in producing answers to individual and social questions.	86/25.50%	156/46.30%	76/22.60%	19/5.60%
<b>Outcome #4:</b> employ close reading, analysis, and discussion (oral and written) of significant primary texts.	98/29.10%	132/39.20%	69/20.50%	38/11.20%

Improvements suggested as a result of this assessment:

1. Discuss and design course activities and assignments that will increase student achievement of SLOS 3 and 4 as related to the IF14 revised learning outcomes.
2. It was determined through the assessment process that there is lack of awareness about the IF SLOS among faculty teaching IF courses. There was also some concern expressed about the ability of some courses to

appropriately deliver every SLO. It is suggested that measures be taken to improve communication with faculty teaching IF Arts courses about IF SLOS, the significance and responsibility of teaching courses in the Intellectual Foundations Program and further explore pedagogical methods to increase student achievement of all SLOs in IF14.

Action to be taken in addressing these assessment findings. (Action Plan) Results will be disseminated to Department Chairs and faculty teaching IF Humanities courses in fall 2014. The Associate Dean will contact all IF Humanities instructors via email to distribute learning outcomes and serve as a liaison for faculty who wish to discuss. Department chairs will also be asked to review learning outcomes with appropriate faculty and consider how/if other issues such as enrollment maximum, load, and faculty assignment might be adjusted to positively impact the number of students meeting the standard.

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.

**SUNY Buffalo State**  
**IF Humanities Student Learning Outcomes**

Students will be able to:

- \* reflect on basic questions of life with the goal of understanding the world and one's place in it.
- \* articulate and defend critically informed values.
- \* recognize and demonstrate creative thought in producing answers to individual and social questions.
- \* employ close reading, analysis, and discussion (oral and written) of significant primary texts

**IF Humanities Assessment Prompt**  
**2013-2014**

HUM assessment prompt: Pick one selection from those identified by your instructor. In an essay of 1-2 pages, articulate some of the important values and social questions addressed by the author of the piece. In addition, explain how the selection causes you to reflect on basic questions of life, your critically informed values, and on your understanding of the world and your place in it. Base your analysis on specific details and a close reading of the text.

	<b>Understanding world and one's self</b>	<b>Defend values</b>	<b>Creative thought</b>	<b>Close reading</b>
<b>4 Exceeds</b>	Student demonstrates <b>exemplary</b> ability to reflect on basic questions of life with the goal of understanding the world and one's place in it.	Student demonstrates <b>exemplary</b> ability to articulate and defend critically informed values.	Student demonstrates <b>exemplary</b> ability to recognize and demonstrate creative thought in producing answers to individual and social questions.	Student demonstrates <b>exemplary</b> ability to engage in a close reading of a text.
<b>3 Meets</b>	Student demonstrates <b>proficient</b> ability to reflect on basic questions of life with the goal of understanding the world and one's place in it.	Student demonstrates <b>proficient</b> ability to articulate and defend critically informed values.	Student demonstrates <b>proficient</b> ability to recognize and demonstrate creative thought in producing answers to individual and social questions.	Student demonstrates <b>proficient</b> ability to engage in a close reading of a text.
<b>2 Approaches</b>	Student demonstrates <b>developing</b> ability to reflect on basic questions of life with the goal of understanding the world and one's place in it.	Student demonstrates <b>developing</b> ability to articulate and defend critically informed values.	Student demonstrates <b>developing</b> ability to recognize and demonstrate creative thought in producing answers to individual and social questions.	Student demonstrates <b>developing</b> ability to engage in a close reading of a text.
<b>1 Does not meet</b>	Student demonstrates <b>deficient</b> ability to reflect on basic questions of life with the goal of understanding the world and one's place in it.	Student demonstrates <b>deficient</b> ability to articulate and defend critically informed values.	Student demonstrates <b>deficient</b> ability to recognize and demonstrate creative thought in producing answers to individual and social questions.	Student demonstrates <b>deficient</b> ability to engage in a close reading of a text.