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Four GLOs Walk Into a Classroom: The Challenge of Supporting Critical Skill Growth

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Four GLOs Walk Into a Classroom

The Challenge of Supporting Critical Skill Growth

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Liberal Education and America's Promise (LEAP)

- ▶ LEAP Gen Ed program adopted in 2009: General Learning Outcomes (GLOs)
 - ▶ High Impact Practices
 - ▶ Natural & Physical World
 - ▶ Culture & Belief
 - ▶ Intellectual Skills
 - ▶ Writing
 - ▶ Information Literacy
 - ▶ Critical Thinking
 - ▶ Speaking
 - ▶ Integrative Learning

General Learning Outcomes (GLOs)

- ▶ Writing: Students can write effectively for a variety of audiences and purposes (approved revision, 2017)
- ▶ Info Lit: Students can engage with information effectively and for a variety of purposes (revision pending, 2018)
- ▶ Speaking: Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion. (approved, 2009)
- ▶ Critical Thinking: Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions (approved, 2009)
- ▶ Integrative Learning: Students can draw on multiple perspectives to support and expand on arguments

2013 Results of Information Literacy Assessment (SAILS, first year)

5) The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Please note that Standard Four of the ACRL Information Literacy Standards is not assessed by SAILS.

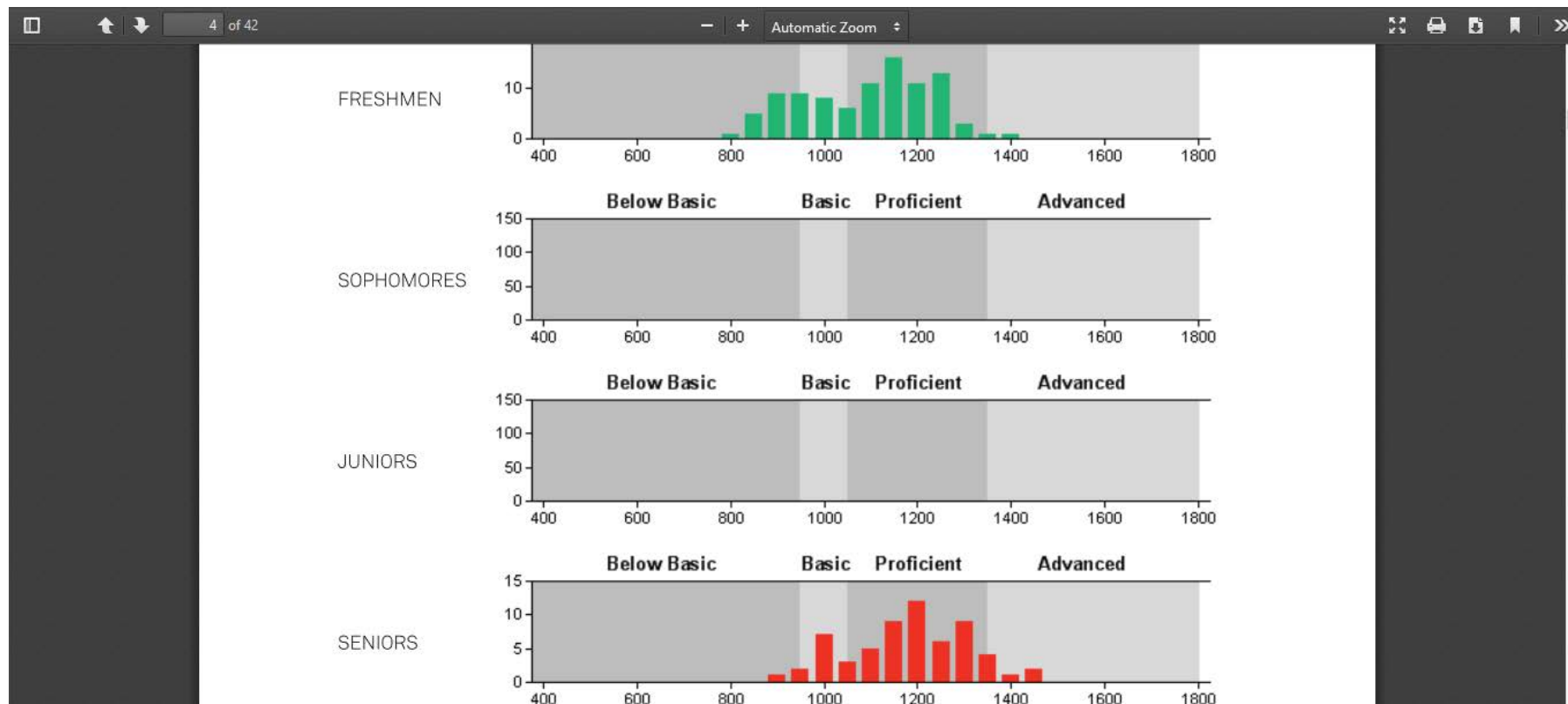
The following tables outline the ENGL101 students' overall proficiency as indicated by SAILS as well as the average scores by class and major.

Proficiency Level	Sample	Percent
Not Proficient	171.00	85.93%
Proficient (70%)	27.00	13.57%
Mastery (85%)	1.00	0.50%
		100.00%

2013 Results of Information Literacy Assessment (junior artifacts)

Rubric Levels	Artifacts	%
Capstone (Overall Score of 4)	3	8.57%
Milestone (Overall Score of 2 or 3)	19	54.29%
Benchmark (Overall Score of 1)	13	37.14%
Total	35	100.00%

2014 Results of Critical Thinking Assessment (first year and senior)



2010 Assessment Results of Speaking (junior and senior)

Percentages of Sample Scoring Acceptable or Above According to Variables

Total Score	66.7
Introduction and Conclusion	58.9
Message	76.5
Organization	66.7
Language	60.8
Delivery	49

Integrative Learning Assessment 2012

Assessment Results

Score	No. of Assignments	% of Assignments
Exemplary	10	20.8
Acceptable	19	39.6
Developing	14	29.2
Unacceptable	5	10.4

Results of Writing Assessment 2014 (First Year and JSEM)

Spring 2014	ENGL 101 & 109 (n=31)		JSEM (n=25)	
	n	%	n	%
Below expectations	4	12.9%	7	28.0%
Meets/exceeds expectations	27	87.1%	18	72.0%

Summary of Results

GLO	Dates of Assessment	First-year Proficiency	Junior* or Senior^ Proficiency
Information Literacy	2013	15%	63%*
Critical Thinking	2014	59%	70%^
Speaking/Oral Communication	2010	n/a	66%*^
Writing	2009, 2014	72% (2009)	84%* (2014)
Integrative Learning	2012	n/a	60%*

Asset Mapping

- ▶ Faculty expertise in Writing, Information Literacy, Speaking
- ▶ Instructional support for Writing (Writing Center, Writing Fellows, faculty workshops)
- ▶ No faculty expertise in Critical Thinking
- ▶ No instructional support for Critical Thinking, Speaking, Information Literacy

Library Support for Information Literacy

- ▶ About 100 course-related instruction sessions per year
- ▶ Perception that information literacy can be mastered in one class period
- ▶ Form for faculty spells out alternative ways library can support information literacy learning: course research guides, research consultations, assignment consultations, etc.
- ▶ What is the relationship between reference and information literacy?
- ▶ Lack of transparency for students- who can help with what?
 - ▶ Information literacy almost always tied to writing or speaking assignment

Creating the Core Critical Skills Team

- ▶ Grassroots, faculty-led, faculty-driven team
- ▶ Assess General Education and disciplinary needs
- ▶ Design proposal for funding?
- ▶ Create support resources for Critical Thinking, Information Literacy, and Speaking, to be initially housed under the Writing Program and supported by Academic Affairs, Student Success, Library, and CLaSS
- ▶ Outcomes: stronger learning assessments; increased transparency for students and faculty; more successful general education program

Next steps:

- ▶ Find cohesive structure for infrastructure issues
- ▶ Identify professional development opportunities
- ▶ Recruit allies on campus

- ▶ Suggestions? What would you do?

Thank you! Feel free to contact us!

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