

Essential Learning Outcomes

Stockton University

4/20/2015

Volume 1, Issue 3

ELO Pilot, Round One

During the fall semester 2014, Stockton conducted the first ELO pilot. At this year's Day of Scholarship, a number of those involved with the 2020-Funded ELO Study Group and with the ELO pilot presented an overview of their experience. Below are some slides from that presentation.

Overview of the 2020 Funded ELO Study Group and the Fall 2014 ELO/ePortfolio Pilot

Susan Cydlis
Assistant Professor of Education

Diane Holtzman
Associate Professor of Business Studies, Management


Carra Leah Hood
Assistant Provost for Programs and Planning

Shelly Meyers
Associate Professor of Education



Presentation at this year's Day of Scholarship, March 24, 2015.


2010-2014

- Identified ELOs
 - Defined ELOs
 - Created ELO Steering Committee
 - First Year of the 2020 ELO Study Group
 - Began Curriculum Mapping
 - Began Integration
 - Fall 2014 Pilot
- 

Fall 2014 Pilot: Characteristics


- 11 Faculty Participants
 - 12 Courses
 - 6 First-Year Seminars
 - 3 FRST Courses, 2 Linked Sections
 - 3 Program Courses
 - 2 ePortfolio Platforms
- 

Fall 2014 Pilot: Initial Thoughts


- Faculty participated in the ELO pilot for a variety of reasons:
 1. Program in process of implementing an ePortfolio
 2. ELOs align with Program goals
 3. Curiosity
 4. Need for assessment
- 

Faculty members and students who participated in the pilot found the experience a worthwhile one; faculty, because of the ways in which teaching with ELOs led to teaching more intentionally ...

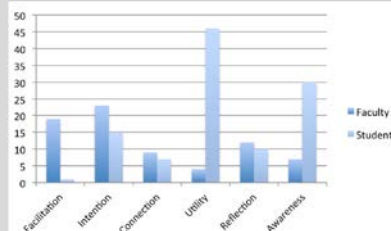
Fall 2014 Pilot: Assessment

- Assessments for the ELO pilot included:
1. Student pre/post self-evaluation questionnaire
 2. Embedded CLA-like exercise
 3. Faculty and student end of semester reflection
 4. Faculty end of semester forum
- 

Fall 2014 Pilot: Reflection Data

- The process for data collection involved:
1. Reading faculty and student reflections
 2. Determining themes
 - Noticed overlap with themes from 2020 ELO Study Group research
 3. Coding reflections
 4. Preparing visualizations
- 

Fall 2014 Pilot: Reflection Data



Essential Learning Outcomes (ELOs) will help all Stockton students focus on the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century.

Students' Own Words

"I enjoyed the New York Times articles because we used critical thinking and communication when we expressed our opinions even though they were different from others and listened to both sides of the argument."

"Through the course, the ELO's helped us to adapt to change, communicate, think critically and learn more about global awareness and information literacy. Service learning taught me about adapting to change, communication and global awareness when I worked with students who had disabilities and had to help them be happy in school and learn."

Transitioning to College

"In the class we were required to follow Essential Learning Outcomes in each assignment. Adapting to change was a big part of the class because as freshmen we are adapting to the college environment, workload and responsibilities of taking care of ourselves."

**... and students,
because they "got"
the usefulness of
Stockton's ELOs
in their personal
lives and at work.**

Learning About Ourselves and Others

"After each service learning visit, we reflected on what we learned about ourselves and the people we worked with. I always enjoyed answering this because I learned that they are not "people with disabilities" but human beings with feelings, thoughts, values and beliefs just like any other person and like me."

The Freshman Reading

"I learned how to communicate and think critically because we would respond to questions from the book, Orphan Train, and how we felt about the characters' life situations. These questions had no right or wrong answers but we were graded on how well we expressed ourselves and why we thought the way we did."

iSkills and the Assessment of Information Literacy

At the end of the fall 2014 semester, students in the ELO pilot completed iSkills, an Educational Testing Service instrument to measure information literacy skills. The last issue of *Evidence* contains an overview of aggregate results from the administration of iSkills to students in the ELO pilot. In a nutshell:

"The students in the ELO pilot showed slightly stronger information literacy skills overall [than the first-year student norm at Stockton] although there were significant differences among the classes. Students in two classes did much better than the others, and one class did significantly less well than the group."

Students in the ELO pilot did very well on some of the iSkills tasks and not so well on others. 142 students took iSkills. The chart itemizes piloting students' levels of achievement on select iSkills tasks. 106 or more students correctly performed 9 discrete tasks; 68 or fewer students correctly performed 21 tasks, 11 of which appear below.

Discrete Tasks Students Successfully Completed at the Rate of **106+/142** (tasks students, as a whole, performed well)

You installed the video player and played the video file successfully	133/142
You chose the correct store database on your first search	130/142
You chose the best search expression for the category selected	123/142
You rated the flyers correctly	121/142
You represented all required elements in the organizational chart	113/142
You selected the best initial questions to help clarify the project	111/142
You selected current sources from the database	108/142
You chose the best image for the slide	107/142
You represented all elements in the right relationships	106/142

Essential Learning Outcomes (ELOs) will help all Stockton students focus on the intellectual and marketable talents needed to prepare for personal and professional success in the 21st century.

Discrete Tasks Students Successfully Completed at the Rate of >68/142 (tasks students, as a whole, performed not so well)

You organized the layout of the data display logically and effectively	68/142
You chose the most effective title for the presentation slide	66/142
You distinguished the steps and results of the experiment correctly	63/142
You correctly determined whether the database was useful for your project and selected	60/142
You correctly evaluated the usefulness of the database without needing explicit criteria	60/142
You ranked checking accounts correctly	51/142
You organized the experiment correctly	48/142
You chose the best title for the slide	48/142
You saved the video file to the proper folder on the hard drive	47/142
You created the data display very efficiently	40/142
You evaluated the database correctly and selected sources with authority and objectivity	39/142

Student ELO Self-Perception Questionnaire Pre and Post Questionnaire Results Comparison ELO Pilot, Fall 2014

Key: A=Aware, B=Competent, C=Skilled
N=220; n=49

ELO	Level	Pre	Post	Comments
		%	%	
Adapting to Change	A	2	2	no change
	B	4	4	no change
	C	4	4	no change
Communication Skills	A	3	1	decrease
	B	2	2	no change
	C	5	7	increase
Creativity & Innovation	A	2	1	decrease
	B	5	5	no change
	C	3	4	increase
Critical Thinking	A	2	0	decrease
	B	5	4	decrease
	C	3	6	increase
Ethical Reasoning	A	1	0	decrease
	B	4	3	decrease
	C	5	7	increase
Global Awareness	A	4	2	decrease
	B	3	4	increase
	C	3	4	increase
Information Literacy & Research Skills	A	3	0	decrease
	B	5	6	increase
	C	2	4	increase
Program Competence	A	3	2	decrease
	B	4	4	no change
	C	3	4	increase
Quantitative Reasoning	A	4	2	decrease
	B	5	4	decrease
	C	1	4	increase
Teamwork & Collaboration	A	2	0	decrease
	B	2	2	no change
	C	6	8	increase

Students' Self-Perceptions

At the beginning and at the end of the piloting semester, students completed an ELO questionnaire, which asked them to evaluate their perceived level of ELO proficiency. The table on the left contains the results of data collected from the pre and post questionnaires.

Over the course of the piloting semester, students perceive themselves increasing their ELO proficiency. Most notably, students perceive themselves improving proficiency in Critical Thinking and Information Literacy, the two ELOs required of all faculty members participating in the ELO pilot.

In addition, students perceive themselves increasing proficiency in Communication Skills, Creativity, Ethical Reasoning, Global Awareness, Quantitative Reasoning, and Teamwork. One or more of the piloting classes provided intentional opportunities for students to develop these ELOs.

