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.

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 …

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.
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)

<table>
<thead>
<tr>
<th>Task</th>
<th>Students Successfully Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>You installed the video player and played the video file successfully</td>
<td>133/142</td>
</tr>
<tr>
<td>You chose the correct store database on your first search</td>
<td>130/142</td>
</tr>
<tr>
<td>You chose the best search expression for the category selected</td>
<td>123/142</td>
</tr>
<tr>
<td>You rated the flyers correctly</td>
<td>121/142</td>
</tr>
<tr>
<td>You represented all required elements in the organizational chart</td>
<td>113/142</td>
</tr>
<tr>
<td>You selected the best initial questions to help clarify the project</td>
<td>111/142</td>
</tr>
<tr>
<td>You selected current sources from the database</td>
<td>108/142</td>
</tr>
<tr>
<td>You chose the best image for the slide</td>
<td>107/142</td>
</tr>
<tr>
<td>You represented all elements in the right relationships</td>
<td>106/142</td>
</tr>
</tbody>
</table>
Discrete Tasks Students Successfully Completed at the Rate of >68/142 (tasks students, as a whole, performed not so well)

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

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**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.

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**Essential Learning Outcomes (ELOs)**

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.