

SUNY GENESEO

GENERAL EDUCATION ASSESSMENT REPORT

Please type in the shaded areas of the form. Save the completed form, making sure to include your Gen Ed attribute (R) in the filename, and deposit the file in the Assessment InBox by navigating to \\files\inbox\admin and dragging the file into the folder named "assess". (Note that you cannot open the folder; access is restricted.) Place ancillary documentation such as charts and graphs in a separate file or files. Name these as appropriate, but again, please include the Gen Ed attribute (H).

GEN ED AREA: **Western Civilization and Humanities**

ASSESSMENT PERIOD COVERED: 2005-2006

DATE SUBMITTED: May 2006

Learning Outcome	Information			Results			
	Date of Assessment Semester/Year	Students Assessed		% Exceeding Standards	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
		n	%				
WESTERN CIVILIZATION Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization	Fall 2005	415	39	26	47	20	7
WESTERN CIVILIZATION Relate the development of Western civilization to that of other regions of the world.	Spring 2006	342	40	30	53	16	1
HUMANITIES Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program	Spring 2006	342	40	21	46	30	3

n = total number of students assessed

% = assessment sample size expressed as a percentage of total number of students who took Gen Ed courses in this area during the semester assessed

WHAT WERE THE MAJOR FINDINGS OF THIS ASSESSMENT?

Although SUNY has two "Western Civilization" outcomes and one "Humanities" outcome, Geneseo measures student performance on all three using its two-semester required course in Western Humanities. For the first time in this round, faculty measured, in every course section assessed, students' ability to use interdisciplinary thinking and methods in the Humanities. This measurement was used for the assessment of the SUNY Humanities outcome on the assumption that students who can take an interdisciplinary approach have necessarily mastered "the conventions and methods of at least one of the humanities." However, this method of assessment sets a high bar for student success, since success really requires some mastery of at least two humanities disciplines. In addition, not all faculty give assignments that require students to demonstrate interdisciplinary thinking. As a result, some student work inevitably produces a "false negative" on this outcome when assessment is course-embedded. These two factors combined are probably responsible, in part, for the somewhat lower performance on the Humanities outcome than on the two in Western Civilization.

IN LIGHT OF THESE FINDINGS, WHAT ACTIONS MIGHT BE TAKEN TO IMPROVE TEACHING AND LEARNING?

The Humanities Committee will encourage all faculty to develop assignments that require students to demonstrate interdisciplinary thinking. The faculty discussion and assignment-sharing that will accompany this development will also promote more intentionality and consistency in teaching to the outcome.

DO YOU THINK THAT OTHER GEN ED AREAS MIGHT LEARN SOMETHING VALUABLE FROM YOUR ASSESSMENT?
