

# APAC Report 2010-11

Year: 2010-11

Department /Program	Learning outcome(s) assessed	Selected findings (goals, means of assessment, results)	Action to be taken in 2011-12 as a result of these findings	Potential obstacles to achieving goals	Evaluate the action taken in 2011-12 (this section is completed one year after the initial summary report)
Department of Anthropology	Human Diversity content	Six categories of non-Western knowledge were assessed via questions embedded in course exams in four difference courses. Student performance met or exceeded expectations in all categories, but student performance was lowest in the non-Western symbolic world category. A second means of assessment used a pre-test/post-test method to measure gains in knowledge and also yielded acceptable results. The department speculated on why the gains were not higher.	Will add Linguistics to the the courses assessed and will discuss the results.	Unexpected retirement of linguistics specialist.	
Art Studio	Skill in one art studio specialty area. (Drawing, Painting, Sculpture, Ceramics, Jewelry, Photography, Computer Art, Graphic Design, Printmaking).	As part of a capstone experience, graduating seniors will present a body of work in a specialty area. The faculty committee (minimum of three) will evaluate and rate the quality of the work in the student's specialty area. <ul style="list-style-type: none"> <li>The scores suggest that the overall quality of the student work is higher than last year.</li> <li>All students met the expectations in technical skill and formal considerations.</li> <li>While no student reached the highest level of excellence, 70% were reached the "very good" level (3.5).</li> <li>Only 14% fell below the "very good" level in Technical Skills compared to 67% in the previous year.</li> </ul>			
Biochemistry Program	Basic understanding of the laboratory techniques used in biochemistry and related areas.	Previous assessments used direct measures such as standardized tests. The 2010-11 assessment was based on a survey of senior Biochem majors. <ul style="list-style-type: none"> <li>Students report at least a basic understanding of the majority of techniques surveyed, and most have actually carried out a large number of these in their four years here.</li> </ul>			
Biochemistry	Able to understand and appreciate the primary literature in biochemistry and be able to extract the salient features and advances from journal articles	<ul style="list-style-type: none"> <li>Student are mostly able to identify primary scientific literature.</li> <li>Students have read scientific literature.</li> <li>Students claim to be able to understand scientific literature.</li> </ul>			
Department of Biology	Ability to undertake a literature search and use the sources obtained to create a logical, well-argued paper from them	<ul style="list-style-type: none"> <li>Instructors of Biol 304, 305, 306 and 380, the courses within the Biology Program where a research paper is required, were asked to submit copies of three of their student papers for evaluation by the Assessment /Curriculum Committee of the department.* Students scored very well both in being able to find sources and recognizing appropriate sources.</li> <li>They scored less well in being able to integrate the information from the sources and their previous knowledge into a well constructed paper.</li> <li>No students failed to meet the minimum standards but the majority of students now fell within the second highest category rather than the highest category as observed for the first two criteria.</li> </ul>	Will seek to determine where this instruction exists in courses within the program. Using this information the department can determine if changes are warranted in courses or the program.		
School of Business					
Department of Chemistry	Demonstrate knowledge in the sub-disciplines of chemistry: physical, organic, inorganic, biochemistry, and analytical chemistry.			Substantial increase in student numbers and a decrease in department funding, no longer able to administer the Major Field Assessment Test (MFAT) as Primary means of assessment of this outcome.	
Chemistry	Ability to effectively communicate scientific findings through written and oral reports.	<p>Writing samples and oral presentations were evaluated by the chemistry department in Current Topics in Chemistry (CHEM 351) and Chemistry Senior Seminar (CHEM 352), both typically taken in the senior year. Students were evaluated by faculty using an appropriate oral and writing research rubric.</p> <p>The average overall score for the written report was 2.98 and the oral report was 3.19, which approaches the criterion for success (3.3) in both categories. This is nearly identical to last year's results for written (3.01) and oral (3.18).</p> <p>A survey question asked recent chemistry graduates how they feel about their level of preparedness to effectively communicate their findings in chemistry. One in seven students responded that their "preparation was satisfactory", four out of seven reported that "their preparation was comprehensive", and two of seven reported that their "preparation was extremely comprehensive."</p>	The department's writing rubric will be monitored to see if it continues to give systematically lower average evaluations in the following yearly assessments; but the impression of recent graduates is quite positive.	Assessment method?	

Department of Communication	Competency in the effective oral presentation of original ideas and supporting material	Student presenters in two classes were evaluated on a rubric by the instructor and by other students. At least 90% of students enrolled in upper-level Communication courses will either meet or exceed the three criteria of organization, expression, and presentation in public speaking assignments. While this year's assessment results show students are approaching this standard, we've not yet achieved it. Expression and presentation were scored lower than organization.	Most students enrolled in the courses were upper-level undergraduates in good academic standing.  Extrapolating these results to oral discourse competency in all upper-division courses is not warranted at this time.	Assessment method?	
Communicative Disorders and Sciences					
Computer Science					
Education	Teacher as Accomplished Reflective Practitioner	Two reports of graduate assessment data are included to illustrate the proficiency of the students in the Literacy Graduate Program <ul style="list-style-type: none"> <li>The fourteen indicators on the Article Abstract Critique Rubric indicate that 91.9% achieved the target.</li> <li>overall score on the Article Abstract Critique Rubric indicates that 97.4% achieved the target.</li> </ul>			
English	Oral discourse	This year's sample consisted of one 200-level (ENGL 212) and two 300-level classes (ENGL 318 and ENGL 301 /303). Instructors for each class applied the College's Oral Discourse Rubric to an oral presentation; the rubric examines three categories: organization, expression, and presentation.  Results show improvement in all categories between 200- and 300-level outcomes. In the 200-level course, goals were not met at all in the organization category, with the scores weighted towards "almost satisfactory" or below. The other two rubric categories fared a bit better, with goals exceeded in all but the "excellent" score for the expression category (the score was in fact 0% rather than the hoped-for 20%), and in the presentation category, the goals for the excellent score was met half-way, and while goals were not met for "almost satisfactory" and "unsatisfactory," they missed the mark by only a few points. By contrast, the results for 300-level courses were much higher, weighted towards "excellent." In fact, the "excellent" scores for all three rubric categories exceeded the 20% goal by several dozen points in each case.	Responses to findings from Department faculty on wiki page. Suggestions include: <ul style="list-style-type: none"> <li>speak with colleagues in the Communication Department to find out about any recent research "on how an audience 'hears' organization vs. how a reader 'reads' organization.</li> <li>Stake out a sizeable percentage for the class participation grade</li> <li>Embed oral presentations into the curriculum</li> <li>Link oral presentations specifically to written ones</li> <li>Employ the "Pecha-Kucha" presentation method</li> </ul>		
Department of Languages and Literatures	A French/Spanish major will reach the "Advanced" level of proficiency or higher in writing in the target language as described in the "Proficiency Guidelines" of the American Council on the Teaching of Foreign Languages (ACTFL).	The Department has a Departmental Writing Requirement Evaluation Form, which articulates the ACTFL writing proficiency guidelines with a grading rubric. The rubric evaluates content as well as form (grammar, syntax, organization, vocabulary usage and mechanics). There are two types of written assessment conducted each semester: 1) Assessment of individual 300 level courses that include an academic essay / final paper dealing with topics pertinent to that particular course by the instructor on record using the rubric; and 2) The written exit exam given to all majors usually in their junior year assessed by two faculty members working independently with the rubric. The Department expects all majors to earn a score of 70% which corresponds to the ACTFL "Advanced" level mentioned above. Students met or exceeded the standard on both assessment methods, but the % who failed the exam on the first attempt was deemed too high.	Faculty agreed to ensure that composition courses stress the areas in which the students showed weakness. Additionally, all composition courses now include a unit of instruction on the process of investigating and preparing a research paper in the target language and observing the guidelines prescribed by the <i>MLA Handbook for Writers of Research Papers</i> . The submission of this research paper is now a final requirement of all composition courses.  Possible new policy implemented early in the program that students who struggle be required to take a remedial composition class; if performance does not improve, recommendation will be made that the student discontinue the program.  New experimental course, Spanish 388: Composition Reinforcement created in Summer of 2010 to address the lack of advanced writing skills found in some students. It was offered in Summer 2010 and Summer 2011 to great success. Students who previously failed the writing exam were able to successfully complete it after they took SPAN 388.		
Geography	Juniors and seniors appropriately apply geographic concepts and/or methods in professional or out-of-classroom experiences that provide opportunities for the application of geographic concepts and skills.	<ul style="list-style-type: none"> <li>At least 60% of juniors and seniors will satisfactorily participate in one or more of these extra classroom activities, as indicated in response to an email survey.</li> <li>30 of 44 juniors and seniors (68%) participated in one or more extra classroom activities</li> </ul>	No program changes considered. This is a measure of participation, perhaps a proxy for student engagement, in the major and extracurricular activities, but helps to identify how well-rounded students are by their junior and senior years.	The assessment method does not specifically address whether or not students are 'appropriately' applying geographic knowledge in these realms.	

Geography	Ability to locate, evaluate, synthesize, and convey geographical information from a variety of sources	<ul style="list-style-type: none"> <li>Projects produced by senior geography majors in 300-level courses are examined by faculty members who determine the degree to which the students have demonstrated an ability</li> <li>At least 75% of applicable projects will score 3 or higher. At least 25% of applicable projects will score 4</li> <li>(83%) scored 3 or higher</li> <li>(53%) scored 4, showing an excellent ability</li> </ul>	<ul style="list-style-type: none"> <li>Ensure continued success of this assessment result with future curriculum changes.</li> <li>As work to develop program with 4-credit courses, plan to update assessment activities to measure this learning outcome as accurately as possible.</li> </ul>		
Geography	Aware of major developments in the field, have an understanding of the evolution of the discipline, and demonstrate knowledge of the central debates in the discipline of Geography.	<ul style="list-style-type: none"> <li>Same assessment method as above</li> <li>At least 75% of applicable projects will score 3 or higher. At least 25% of applicable projects will score 4.</li> <li>(86%) scored 3 or higher.</li> <li>(48%) scored 4</li> </ul>	<ul style="list-style-type: none"> <li>no plans to change this assessment in the current Geography major requirements.</li> <li>will consider further increasing expectations under the criteria for success for this outcome, as well as expanding the learning outcome to include other courses in Geography when revamp the major in the next 2 years.</li> </ul>		
Department of Geological Sciences	professional advancement through employment or graduate school as a demonstration of knowledge of geology and principles of science	<p>Attempted to use capstone seminar (GSCI 391) as a direct means of assessment of major's "knowledge of geology and the principles of science." All students enrolled in this class are required to pose a geological question, collect data in an attempt to answer that question, interpret the data, and present it in both an oral and a poster format. Of the 28 students registered for GSCI 391, all 28 meet expectations.</p> <p>Students are successful at "professional advancement through employment or graduate school" if they have gained employment or have been accepted into a graduate program. Alumni are surveyed using the Geneseo annual senior exit survey and through personal contact with the faculty. Eighty percent employment or enrollment in graduate programs within five years of graduation from Geneseo are considered successful.</p> <p>Thirteen students graduated in 2011 - eight are in graduate school, two are student teaching in the fall, one is employed outside of the field, and three are seeking employment. In the past five years (2006-20011) graduates have an employment /enrollment rate of 75%.</p>	<p>80% criterion met only over a five-year period.</p> <p>Make effort to inform students about graduate school sooner and on a more regular basis to insure that they know their options. More students have applied to graduate school in the last two years than in the previous two.</p>	Have considered using a nation-wide professional geologist examination administered by Associate of State Boards of Geologists (ASBOG). At this time is too expensive and covers several areas that the faculty at Geneseo do not teach (e.g., Engineering Geology or Seismology).	
Geological Sciences	communication of geological knowledge in written and oral forms commonly used by professionals	<p>Rubric used to evaluate papers in GSCI 361 (Paleontology), typically taken during either the junior or senior year. The same rubric is used to assess Geophysics majors in GSCI 343 (Applied Geophysics) if they do not take GSCI 361.</p> <p>Criterion for success: at least 80% of students graduating in the geological sciences will receive grades of 70 or higher on major writing assignments and 80% or more will score above 50 on the paper evaluation rubric.</p> <p>All twelve graduates in the 2011 class received grades of 70% or higher on three or more of their major written assignments. 75% of these students also scored above an average of 3 of 4 on the paper evaluation rubric in GSCI 361.</p>			
Geological Sciences	communication of geological knowledge in written and oral forms commonly used by professionals	<p>Students registered in GSCI 391, a required course, must give two oral presentations (one in the fall, one in the spring) and evaluate their peers. Talks are evaluated on three criteria (quality of content, quality of visuals, quality of delivery) and scored on a five point scale.</p> <p>An average of &gt;4.5 to exceed expectations, &gt;4.0 to meet expectations, and &gt;3.5 to be approaching expectations. After each talk the presenters are leave the room and are orally evaluated by the remaining students with the faculty recording their comments. The faculty pass those comments on to the presenters anonymously in person and in writing. Students use the feedback from their talk in the fall semester to improve their talk in the spring semester.</p> <p>Eighty percent or more of students graduating in the Geological Sciences will receive average scores of 4 or higher out of five on their oral presentations for this outcome to be considered a success.</p> <p>Of the 31 students evaluated, (77%) meet or exceed expectations and 28 improved from fall to spring. The remaining students gave good presentations in the fall and received negligibly lower scores in the spring.</p>			
Department of History	Learning Outcomes for the historical skills related secondary sources. Identify and locate appropriate secondary sources Evaluate the arguments of other historians/ scholarsEngage in historiographical analysis and interpretation	<p>Each instructor teaching Hist220: Interpretations in History, assessed all of the final papers from their section of the course. This is a direct measure of student learning by evaluating students' skill in locating and evaluating secondary sources and engaging in historiographical analysis. The papers were assessed based on a rubric.</p> <p>The History Department goal is to have 90% of students meeting or exceeding our standards in each learning outcome.</p> <ul style="list-style-type: none"> <li>This year 89% of students met or exceeded the learning outcomes related to identifying and locating sources and evaluating others' arguments.</li> <li>A slightly lower percentage, 78%, met or exceeded our goals related to historiographical analysis and interpretation.</li> </ul>	<p>Goals met in two of the three categories. Students typically struggle with the challenge of producing their own historiographical analysis, so it is not surprising that numbers were not quite as strong in this category. Having more than three-fourths of the students meet expectations is a fairly strong showing, though will continue to monitor and work on ways to more effectively help students develop this skill.</p>		

Mathematics	The required curriculum is divided into courses in Calculus, Algebra, Proof, and Analysis. Learning outcomes were identified in each area and were assessed via exam questions in a required course in each area.	Outcomes were assessed via exam questions in a required course in each of the four areas.  For Calculus, "satisfactory" percentages from items I (Integrations, Multiple Integration, and integration of transcendental functions) 63.7%, and IIb (Gradient Vector Fields) 84.7% provide evidence that current practices are producing acceptable results in those areas.	The roughly bi-modal nature of the distribution of total scores (0 – 20) is likely due to the difficulty encountered by students on the items involving line integrals. Students who were competent in this area tended to show competence "across the board," once again indicating that instructors of Calculus III may need to increase their emphasis on this area of study.		
Department of Music	Students will demonstrate aural comprehension of melody, harmony, rhythm, and form in various musical styles.	Students were submitted to multi-dimensional, "value added" assessment exams, one in the beginning to assess their strengths and weaknesses (pre-assessment), and one at the end for a comparison (post assessment). Each exam entailed three large sections, allowing us to be as comprehensive as possible: 1) aural dictation of melody, harmony, rhythms, musical forms 2) keyboard exercises in 4 part harmonic structures that required students to play outer voices while singing an inner voice and transposing 3) and singing 2 melodies in solfege: the first as a single line melody, and the second sung against another "voice" that students were to play on the piano at the same time (sing and play examples).  Aim was to have 80% of students either meet or exceed departmental expectations.  Data indicated at least 80% or more of students achieved departmental expectations and meet or exceed rigorous standards.		Low in work force numbers to help administer, collect and review the data.  Much of the assessment work falls on whomever is in charge of a specific area, especially in the Theory and History areas.	
Music	Students will demonstrate skills in sight-singing of music from the Baroque through 20th Century.  Students will demonstrate skills in playing functional keyboard harmony  Students in the History /Ethnomusicology Option, Theory /Composition Option, and Piano Pedagogy Minor Option will be able to demonstrate proficiency in piano skills, as recommended by NASM.	Each item was graded on a rubric based on accuracy of: pitch, rhythm/tempo, articulations, dynamics, phrasing, memory, pedal use, fingering, and stylistic appropriateness.  Goal: at least 80% either exceed or meet expectations. 19 out of 22 succeeded.  Students were weakest in sight reading, an area that plagues most pianists. This skill is now an even higher priority in our curriculum for the Fall 2011 and Spring 2012 classes as it is critical for all musicians, regardless of area.	The curriculum will reflect a change in emphasis to accommodate students who need more assistance in sight reading.		
Music	Awareness of and skill in researching current issues in music history.	32 students in Musc 222 and 9 students in Musc 333 were assessed, based on the current rubric from GenEd requirements. One Music History professor, with the assessment coordinator, reviewed the data.  Goal: at least 80% either meet or exceed expectations. Results: 20 exceeded expectations 15 met expectations 4 approached expectations 1 did not meet expectations			
Philosophy					
Department of Physics and Astronomy	Ability to solve physics problems.	In Fall 2010, 42 students took PHYS 352 (Quantum Mechanics). Of these, 36 students (86%) scored a 3 or higher for their solution to the embedded question (Schrodinger's Equation); the average score was 3.21. This is well above target of 75%. Also, 17 students (40%) scored a 4, significantly surpassing our goal of 25%.			
Physics and Astronomy	Physics graduates will be able to communicate scientific concepts and results	The rubric has six assessment areas (abstract, description, graphics, analysis/results/conclusions, grammar, and understanding), and scores are averaged over the six areas. Over 80% of reports written by Geneseo physics students should achieve a score of 2 or better. Through Fall 2010 and Spring 2011, 40 students took PHYS 362 (Intermediate Laboratory). Three faculty members not affiliated with this course evaluated a total of 35 reports, each written by two or three students as a group. Of these, 31 evaluations (89%) resulted in an average score of 2 or higher. This is well above target of 80%. The average score was 2.79. Also, 15 evaluations (43%) resulted in an average score above 3.0. Of the separate areas delineated on the rubric, students performed best on the grammar section (averaging 3.04), and worst on the graphics section (averaging 2.54).	Plan to make graphics quality a continuing emphasis in the PHYS 362 and PHYS 226 classes.		
Physics and Astronomy	Geneseo physics students will be able to use scientific equipment and instrumentation.	For the second time, the success rate for category 5) is above target goal of 80%. This probably represents increased exposure in PHYS 362, PHYS 363, PHYS 372, and both paid and unpaid research experiences in the department. Averaged over all five categories, 69% indicated proficiency (or better), which is somewhat below our target of 80%. This result is driven by primarily two factors: the fact that spectrometers are used rarely in our labs and our research projects (except as noted two paragraphs above), and the fact that many of the students using equipment in the Advanced Instrumentation category believe they don't have sufficient exposure to classify themselves as "proficient"			

Physics and Astronomy	The Department of Physics and Astronomy will maintain a supportive community for all students, particularly women students and other under-represented students in physics	<p>On the Annual Senior Survey, students are asked to rate several areas in the major. Item 17) asks them to rate the "Relationship between undergraduate majors and professors" on a scale of 1 (Excellent) to 4 (Poor). Item 23) asks "If you could start over again, would you still major in the same discipline?" Possible student responses are "Definitely yes", "Probably yes", "Probably not", "Definitely not", and "Wouldn't attend College". Item 29) asks students to report their gender. <u>Criteria for Success</u> 80% of respondents will respond to item 17) with a "1" or "2", and there will be no significant difference between results from male and female graduates. 80% of respondents will respond to item 23) with "Definitely yes" or "Probably yes" and there will be no significant difference results from male and female graduates.</p> <p>Of those responding to the survey in 2011, 95% (20 of 21) reported "excellent" or "good" relationships between faculty and students in the department (67% reported "excellent" relationships). Additionally, of women graduates, 100% reported "excellent" or "good relationships between faculty and students (compared to 90% for male students). Also, 76% (16 of 21) reported "definitely yes" or "probably yes" when asked if they would again choose to major in physics if they could start over (78% for female students, and 70% of male students). Although the numbers are consistent for men and women, these numbers represent a decrease in satisfaction compared to previous years.</p>	To increase fraction of female students, in the summer of 2009, faculty sent written invitations to incoming female freshmen with undeclared majors, asking them to consider physics at Geneseo. Concerned with the decrease in satisfaction revealed in outcome #5 (supportive community), as revealed by the college's senior survey. There was a significant reduction in the fraction of students who say they would choose physics if they could start over.	Belief that this reduction reflects changes in the demographics for department: over the past decade, number of majors has more than doubled, while number of faculty has stayed constant (in fact, it could be argued that the number of faculty has been reduced, since our faculty members are frequently called upon to serve in administrative roles rather than teaching roles with the college, and are typically not replaced with full time faculty involved in teaching and research). Also possible that some of the dissatisfaction reflected on the college senior survey is due to the current economic situation in the country. If students are having trouble finding jobs within their area, it could impact their responses on the survey.	Increase in majors  Reduction in faculty  Possible poor market
Political Science	<ul style="list-style-type: none"> <li>Understand the impact of early American history on our current political structure.</li> <li>Differentiate among the roles of the national, state and local governments.</li> <li>Analyze elections within the context of political parties, interest groups and public opinion</li> <li>Differentiate among the three branches of government.</li> <li>Become an active and informed citizen</li> </ul>	<p>direct assessment methods were used in PISc 110: Introduction to American Politics.</p> <p>A pre-test/post-test assessment method was used to determine the extent to which these goals were achieved.</p> <p>Average scores on the post-test increases by one point, however individual student scores decreased by as much as 3 points and increased by as much as 3 points also. Individual scores ranged from as low as 4 correct answers to as high as 10 correct. 13 students scores decreased, in most cases by 1 point, 9 students saw no change in their scores, and 25 students saw an improvement in their scores.</p>	<p>For the 2010-2011 academic year, the Political Science and International Relations department updated the learning outcomes for International Relations to more closely parallel the learning outcomes for Political Science.</p> <p>The department also created a rubric for evaluating upper-level writing assignments and this rubric will be put into use in the fall.</p>		
	<ul style="list-style-type: none"> <li>Demonstrates the ability to express complex theoretical arguments in writing</li> <li>Contains a well-developed and relevant thesis on whether international rules and/or organizations play a useful role in helping states manage a common problem.</li> <li>Thesis is defended systematically</li> <li>Citations are drawn from relevant literature</li> <li>Demonstrates sophisticated understanding of course material and concepts</li> <li>Elegantly organized and written</li> <li>Thoroughly proofread</li> </ul>	<p>direct assessment methods were used in PISc PISc 340: International Law and Organizations.</p> <p>Overall, all four papers were deemed as meeting or exceeding expectations. As a group, the papers were strongest in using relevant citations demonstrating strong researching skills. Papers also were evaluated well on the quality of writing. A sophisticated understanding of course material, while adequate, was ranked overall as the weakest component. It is not surprising that this higher level skill, along with the related skill of developing and supporting a thesis, is more difficult to achieve. These skills are certainly sophisticated and are often still being developed by undergraduate students.</p>			

International Relations	basic research skills which include the components of locate, evaluate, synthesize and argue	<p>In this case, consensus was that students did best in selecting appropriate sources for the paper (evaluate) and finding sources independently (locate). In both cases, students were meeting (3) or very nearly approaching the standard. Student performance in relating sources to each other and to the thesis (synthesis) and articulating a clear, original argument supported with relevant evidence (argue) was not as strong. In both these cases, they were approaching to meeting the standard. Once again, students did very well on such skills as evaluating an argument and conducting independent research. For the higher level skills of relating sources to each other and constructing an argument to support a thesis, they did not do as well. Again, these are higher-level analytical skills which many undergraduates still struggle to master completely.</p>			
Psychology	Students will demonstrate knowledge of and skill in the application of basic behavioral science research methods and the statistical analyses appropriate to analyzing data generated from them.	<p>Used an online method of assessing both confidence in and knowledge of target learning outcome. This approach was a substantive departure from previous assessment methodology in order to assess the target learning outcome and explore a new methodology of assessment. The online survey tool was used to collect three kinds of data from students.</p> <ul style="list-style-type: none"> <li>• Self Assessment of Skills in Methods/Statistics – Twenty self-rated items assessed students' confidence on a variety of skills/concepts taught in the area of research methods and statistics across the psychology major. * Direct Assessment of Methods/Statistics – Four multiple choice items were designed to directly assess knowledge of research methods/statistical concepts. * Course Check Off – The final part of the survey asked students to indicate the psychology courses they had taken.</li> </ul> <p>Students exhibited much higher confidence ratings on the basic research skills (<i>M</i> confidence rating = 4.02) and statistical concepts (<i>M</i> confidence rating = 3.57) than they did on the advanced skills factor (<i>M</i> confidence rating = 2.74). This finding was likely due to the fact that items reflected a broad range of skills and many respondents had not yet completed the major.</p> <p>In general, the more courses within the major that students had taken, the more confident and competent they were.</p> <p>Multiple regression was used to examine the contribution of number of psychology courses taken and specific psychology courses taken to performance on the four item direct assessment. Although no individual course contributed significantly to the prediction of performance, the number of psychology courses taken did significantly predict actual knowledge of methods and statistics. Conducted an exploratory <i>post hoc</i> analysis using a series of <i>t</i>-tests. The results of this analysis revealed that the biggest (and statistically significant) difference in performance on the direct assessment occurred between those who had or had not taken two courses, Psyc 250 and Psyc 251. This analysis does not control for the effects of having taken other courses, however students who had taken these two courses performed significantly better than students who did not.</p>	Department is currently examining how it will modify the requirements of the major if and when the college decides to switch to a course load model of student academic load. In the context of that possible change, the current data has helped to consider when students should complete the research methods requirements, as well as the total number of courses required for the major.		
Department of Sociology	Students will develop an understanding of how sociological analysis could inform policy	<p>Students in the senior seminar, a student doing a senior thesis, and a student doing a senior internship were asked in a senior seminar class to "identify some relevant sociological finding" and to "use this sociological finding to evaluate a social policy option."</p> <p>14 of 15 students assessed were able to complete the task well.</p>			
Department of Theatre and Dance	<p>1. The student will demonstrate analytical and writing skills requisite for admission to graduate programs or professional applications.</p> <p>2. The student will demonstrate an advanced level of skill in one aspect of theatre production or performance</p> <p>3. The student will demonstrate the ability to relate theatre scholarship to theatre practice.</p>	<p>Faculty reflection upon students' projects after their senior year.</p> <p>A student who receives a 3 or a 4, meeting our high expectations or exceeding our expectations, is considered successful. This would mean applying things they have learned through research, studio work, and/or prior production practice in projects they undertook in their senior year. To exceed our expectations, a student would have to extend that knowledge, work more independently, or work successfully on a larger project than previously, for example.</p> <p>Three students' faculty averages round to 4, "exceeds expectations;" five students' averages round to 3, "meets expectations;" and one student's average round to 2, "approaches expectations." As a group, 8 out of 9 meet or exceed faculty expectations, which satisfies the faculty's expectations.</p>			
Theatre	second means of assessment	<p>Students were asked to consider significant work undertaken in their senior year, including senior projects, honors projects, major class projects, and major roles or production work on main-stages or student produced shows. They were asked to</p> <ol style="list-style-type: none"> <li>1. Name the project;</li> <li>2. Rate themselves on how well they applied theory to practice in that project</li> <li>3. Comment on why they assigned that number</li> </ol> <p>Students appear to put a great deal of thought into their own analysis of their work, though they do not always effectively employ the program outcome under review as their yardstick for their self analysis.</p>	The second mechanism for assessment is something that should continue		

Natural Sciences	Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis	87.4% of students assessed demonstrated proficiency			
Natural Science	Application of scientific data, concepts, and models in one of the natural sciences	89.4% of students assessed demonstrated proficiency			
Natural Science	the ability to analyze data	85.7% of students assessed demonstrated proficiency			
Non-western traditions	Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization	<i>More than 70% of students are meeting or exceeding expectations.</i>			

<p>U.S. Histories</p>	<ul style="list-style-type: none"> <li>• knowledge of a basic narrative of American history; political, economic, social, and cultural, including knowledge of unity and diversity in American society;</li> <li>• knowledge of common institutions in American society and how they have affected different groups;</li> <li>• an understanding of America's evolving relationship with the rest of the world;</li> <li>• an understanding of the distinct, overlapping, and shared histories of people based on varied identities and experiences, especially those connected to at least two of the following: race, ethnicity, gender, class, sexual orientation, religion, and disability;</li> <li>• an understanding of the causes and effects of inequalities, past and present, rooted in American social, economic, legal, and political structures, and of efforts to eradicate those structural inequalities.</li> </ul>	<p>As in past assessment years, the majority of Geneseo students are either exceeding or meeting almost all of the stated learning outcomes. In four of the five categories, more than eighty percent of the students either exceeded or met the stated learning outcomes. The only category with a slightly lower total was "an understanding of America's evolving relationship with the rest of the world."</p>	<p>Although the exceeding/meeting numbers for all categories are certainly impressive, the fact that a few faculty responded with zeroes or n/a to the category "an understanding of America's evolving relationship with the rest of the world" demonstrates that not all faculty are actually addressing all of the stated learning outcomes. Why this is the case is unclear and should certainly be addressed by the U.S. Histories Core committee as well as the General Education Committee.</p>	<p>lack of participation by adjunct lecturers who teach courses in this gen ed area</p>	
<p>Oral Discourse</p>	<ul style="list-style-type: none"> <li>• develop proficiency in oral discourse;</li> <li>• evaluate an oral presentation according to established criteria.</li> </ul>	<p>please see results posted by individual departments on the Oral Discourse <a href="#">results page</a></p>			