## American History

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Percent)</td>
<td>216</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will demonstrate knowledge of common institutions in American society and how they have affected different groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Percent)</td>
<td>216</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will demonstrate understanding of America’s evolving relationship with the rest of the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Percent)</td>
<td>216</td>
</tr>
</tbody>
</table>

**Number of courses sampled / Number of courses evaluated:** 7 / 7
## Basic Communication

<table>
<thead>
<tr>
<th>Objective</th>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop proficiency in oral discourse.</td>
<td>198</td>
<td>186 (94%)</td>
<td>47 (25%)</td>
<td>111 (60%)</td>
<td>26 (14%)</td>
<td>2 (1%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will evaluate an oral presentation according to established criteria.</td>
<td>198</td>
<td>189 (95%)</td>
<td>98 (52%)</td>
<td>85 (45%)</td>
<td>6 (3%)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Number of courses sampled / Number of courses evaluated:** 10 / 10
### Critical Thinking

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Percent)</td>
<td>219</td>
<td>198 (90%)</td>
<td>62 (31%)</td>
<td>62 (31%)</td>
<td>35 (18%)</td>
</tr>
</tbody>
</table>

**Objective** Student will identify, analyze, and evaluate arguments as they occur in their own and others' work.

- Total (Percent) | 219 | 198 (90%) | 62 (31%) | 62 (31%) | 35 (18%) | 39 (20%) 

**Objective** Students will develop well-reasoned arguments.

- Total (Percent) | 219 | 200 (91%) | 60 (30%) | 59 (30%) | 33 (17%) | 48 (24%) 

**Number of courses sampled / Number of courses evaluated:** 7 / 7
## Effective Expression - Oral

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Students will analyze premises, synthesize arguments and evaluate the validity of the presentation.</td>
<td>Total (Percent)</td>
<td>100</td>
<td>95 (95%)</td>
<td>50 (53%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Students will critique oral presentations.</td>
<td>Total (Percent)</td>
<td>100</td>
<td>95 (95%)</td>
<td>55 (58%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Students will demonstrate proficiency in oral discourse.</td>
<td>Total (Percent)</td>
<td>100</td>
<td>95 (95%)</td>
<td>36 (38%)</td>
</tr>
</tbody>
</table>

| Number of courses sampled / Number of courses evaluated: | 4 / 4 |
# Ethical Reflection

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Students identify, discuss and evaluate justifications of principles of right and wrong or conceptions of good and bad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (Percent)</td>
<td>542</td>
<td>508 (94%)</td>
<td>109 (21%)</td>
<td>236 (46%)</td>
<td>123 (24%)</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Students identify, discuss and evaluate matters of moral consequence (what is right or wrong, what is good or bad, what is valuable or without value).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (Percent)</td>
<td>542</td>
<td>506 (93%)</td>
<td>135 (27%)</td>
<td>231 (46%)</td>
<td>131 (26%)</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Students will identify, discuss and evaluate principles or ideas that inform moral decision-making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (Percent)</td>
<td>542</td>
<td>510 (94%)</td>
<td>124 (24%)</td>
<td>258 (51%)</td>
<td>113 (22%)</td>
</tr>
</tbody>
</table>

**Number of courses sampled / Number of courses evaluated:** 12 / 12
### Information Management

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong> Students will locate, evaluate, and synthesize information from a variety of sources.</td>
<td><strong>338</strong></td>
<td><strong>316 (93%)</strong></td>
<td><strong>100 (32%)</strong></td>
<td><strong>129 (41%)</strong></td>
<td><strong>67 (21%)</strong></td>
</tr>
<tr>
<td>Total (Percent)</td>
<td>338</td>
<td>316 (93%)</td>
<td>100 (32%)</td>
<td>129 (41%)</td>
<td>67 (21%)</td>
</tr>
</tbody>
</table>

**Objective** Students will perform the basic operations of personal computer use.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Percent)</td>
<td>338</td>
<td>316 (93%)</td>
<td>79 (25%)</td>
<td>158 (50%)</td>
<td>65 (21%)</td>
</tr>
</tbody>
</table>

**Objective** Students will understand and use basic research techniques.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Percent)</td>
<td>338</td>
<td>316 (93%)</td>
<td>119 (38%)</td>
<td>121 (38%)</td>
<td>63 (20%)</td>
</tr>
</tbody>
</table>

**Number of courses sampled / Number of courses evaluated:** 15 / 15
### Other World Civilization

<table>
<thead>
<tr>
<th>Objective</th>
<th>Enrollment</th>
<th>Assessed</th>
<th>Exceeding</th>
<th>Meeting</th>
<th>Approaching</th>
<th>Not meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will demonstrate knowledge of either a broad outline of world history, <em>or</em></td>
<td>107</td>
<td>106 (99%)</td>
<td>28 (26%)</td>
<td>48 (45%)</td>
<td>22 (21%)</td>
<td>8 (8%)</td>
</tr>
<tr>
<td>the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.</td>
<td>202</td>
<td>192 (95%)</td>
<td>66 (34%)</td>
<td>75 (39%)</td>
<td>37 (19%)</td>
<td>14 (7%)</td>
</tr>
</tbody>
</table>

**Number of courses sampled / Number of courses evaluated:** 7 / 7
American History

Please describe what you learned from your assessment:

The need to make students aware of learning objectives across assignments.

Most students are able to grasp the content of the assigned readings, lectures, and class discussions regarding the sociological study of inequality in American society. This is, I believe, a worthwhile accomplishment from my pedagogical standpoint and for the students' educational development. The larger question, however, is whether students are able to put into practice their concerns as citizens, as current or future parents, and, most generally, as participants in an increasingly polarized society.

Students were not as knowledgeable about the relationship between women in the US and their evolving relationship with the world.

It's challenging to incorporate the GE competency of EE-W with classes of over 25 students. I know that is not what is being assessed here, but it's relevant to the overall process.

Use more multiple choice questions to test for these simple goals. Use more multiple choice questions so that students are more aware of using these types of questions.

Students demonstrated understanding of relevant issues.

No one exceeded expectations. Most students tended to cluster in the "met standards" and "approached standards" levels.

Based upon these assessment data, what changes might you make if you were to teach this course again?

I might place more emphasis on class discussion and assign fewer chapters in the assigned reading to help promote a greater sense of individual and collective involvement in the issues centering on inequality in the larger society.

More specific and rigorous evaluation, particularly on the final exam, would result in more precise data being gathered.

This was a small class of Honors students. They all "exceeded" the standards. Although they "exceeded" on Objective 3 and demonstrated an understanding of America's evolving relationship with the world, I sense that I didn't address this learning objective as systematically throughout the course as I did learning objectives 1 and 2.

I think that these data are about right. Though it's nice to think that all students should meet or exceed standards, it's not very realistic. Many factors come into play when it comes to how individuals perform on an assignment.

Teach the precise list of correct answers and flag for them that this material is important for them to know. Make the assessed question a required essay (this time around I gave the students two choices of essays, assuming that at least half of the students would answer this essay. Instead, ¾ of the students answered the other essay question. Only six answered the assessed question.)

Foreign Students have more difficulty with these questions, they had not been exposed to US History in detail until they arrived in my classroom. Use more multiple choice questions on blackboard to facilitate question analysis. Instead of giving students complete freedom selecting project themes, I will provide more focus. Give students more practice working with multiple choice questions.
American History

Based upon these assessment data, what changes might you make if you were to teach this course again?

Most of the material about the relationship between U.S. women and women around the world comes at the end of the course; that's the way our textbooks are organized. I would try to incorporate more material about the developing relationships between US women reformers and their counterparts in other countries earlier in the semester. I am recommending that the library subscribe to the database Women and Social movements International so whoever teaches this courses will have access to its resources.

What suggestions or feedback do you have about the assessment process at New Paltz?

None

Continue to focus on making the assessment processes meaningful in encouraging faculty to reflect on their pedagogy.

I spent almost 10 hours developing analysis plans with two being rejected and also trying to grade 37 individual test four times and then trying to assure accurate data. There must be an easier way. Provide clearer guidelines on acceptable assessment methods if there is an effort for team building and team effort to improve the education provided our students, it seems it has missed the boat with this project. It could be more realistic to say the college's efforts are still waiting at the train station, but the passenger trains stopped running in 1945 after the war. Or they should have the business department provide some basic management training to some of our college managers. Oh, most of the steam engines have been replaced. Then we could actually work toward teams creating a clear and clean evaluation process. I do not understand why the process uses a much higher enrollment then I ever had at any one time.

I appreciate the prompting to think more about how I assess students.

A realistic assessment of the instructor's effectiveness could be carried out by extensive interviewing of students after their graduation and with an eye toward ascertaining their post-graduation efforts at addressing the issues to which they were exposed in such courses. Without such information, we cannot realistically say whether a given pedagogy is contributing to increased or decreased participation in the shaping of public policy, whether it is having any effect at all on the high level of apathy currently characterizing the political and cultural behavior of young adults (e. g., 18-25 or so).
Basic Communication

Please describe what you learned from your assessment:

The assessment fortified my belief that presentations with specific guidelines/criteria are a good way to get students practice discipline, to carefully read directions, and to think further on argument, organization, diction, and time constraints. This is good practice for not only future academic purposes but also for future work place assignments. Also, I showed the sample videos to my class(es) and students were very eager to give opinions. I suggested that an opinion stays an opinion unless they could back it up with evidence/support using clear criteria. Voila’! A learning moment.

I learned that the majority of my students were able to evaluate an oral presentation and present one efficiently.

Students have become very critical of other people's performances, as well as very good at analyzing a presentation or performance for mistakes and flaws. However, anxiety, lack of practice, and lack of confidence stymy their own performances when it is their turn.

I was surprised by the students' numbers here. They should have scored the presentation we watched much lower. But this speaks to the point as to whether or not students can evaluate other students. With better preparation, it could have been done, but we didn't have that kind of time to devote to evaluating public speakers.

I learned that there are always layers of techniques that can, and should, be applied to my teaching; all my highly crafted lessons can always be improved with some fresh perspectives and ideas. I also got confirmation of my effectiveness as a teacher, as per the outstanding scores my students received concerning Learning Outcome 2.

how uncomfortable everyone is in front of the class

I was quite impressed with my students' enthusiasm. For the most part, they were the most consistently engaging group of oral presenters I've yet had-- I imagine the notion of assessment played some role in this. I was also pleased by my students' ability to evaluate the oral presentations of others. We collectively looked at videos of several presentations, all of which they critiqued fairly and intelligently. I believe this ability is reflected in the numbers above.

I learned that students did, in fact, learn how to evaluate others' oral presentations better by delivering their own. I also learned that all of my students performed far above my initial expectations for research and delivery by virtue of the applied dedication to peer feedback.

Well, I learned that I had to review the rubrics several times so that the class truly understood the assessment process. This was especially true when the students were evaluating the oral presentation on the DVD. Some noted that they said they “felt sorry” for the student, and I directed them back to the rubric.

Based upon these assessment data, what changes might you make if you were to teach this course again?

Wish that public speaking was taught as more of a component in all subjects, as the professional and academic world demands a particular level of social ability and confidence.

I would get a few more mini exercises in public speaking done, probably in groups like we did, so the students don't feel the effect of the full audience initially. Also, I'd have the students generate their own rubrics as to the criteria good public speaking entails. Then I'd present ours and look for common parameters.
Basic Communication

Based upon these assessment data, what changes might you make if you were to teach this course again?

I am really going to concentrate more on using the rubric. We need to discuss topics such as "signal words and phrases." I did not review this enough.

I would have the students revise their arguments a few more times before beginning the oral presentations. In most Approaches cases, argument and organization were weak because students had yet to spend an adequate amount of time revising their papers, or had failed to incorporate instructor feedback. Presentation was a concern for some students (those most were more than adequate in their speech), so preparation for this aspect would not be remiss.

I like the rigors of a precise presentation assessment and have used it in previous classes.

I might consider being more direct in stating the need for the students to assess the neutral presentation objectively rather than "nicely." Overall, though, I feel the format was successful.

To help the four students who were unable to meet the standards, and to help more exceed the standards, I would engage the class in smaller oral assignments throughout the semesters so they would be better prepared and more comfortable for the final, larger oral presentation.

nothing

I have always assigned substantial individual oral presentation projects (approximately 10 minutes each)---and will continue to do so--but now I will better define, systematize, and incorporate specific techniques (such as "sign-posting") into the organizational stages of the assignment: the students truly appreciate learning deductive techniques!

What suggestions or feedback do you have about the assessment process at New Paltz?

New videos, please.

Please do not use an actual student presentation again. As it turned out, she became aware that we were using her image from the DVD. Although she did not complain (as far as I know) to the Composition Program, other students told her that they had to evaluate her presentation, and I can imagine this being a source of consternation/worry/angst. Also, next time, choose presentations on the same or similar topics so that it is easier to make comparisons. Why not have students from theatre act out presentations on the same/similar topics?

It may be better not to have first semester T.A.s be thrust into the assessment process.

This is a writing course and therefore, we have to introduce Public Speaking, not teach it. There's no time. And if we're not really teaching it, how much can we expect of them?

I have none at this time.

No specific feedback at this time. Assessing my students was a pleasant and painless experience that (if anything) probably improved their overall performance level.

This is the third GE Assessment I have been required to perform, and while this year's was less work than the video taping of two years ago (I spent over thirty-five extra hours on that video-taping Assessment, equaling approximately three dollars an hour), there was still a substantial amount of extra work required of
Basic Communication

What suggestions or feedback do you have about the assessment process at New Paltz?

me. Therefore, the burden of these Assessments should be given to full-timers OR, if the Adjuncts are chosen, then the stipend needs to be much more than a hundred dollars.

the purpose for this assessment process is not clear to me. I understand the merit in oral performance, but would like to know the intention behind its inclusion in the comp II requirement
Critical Thinking

Please describe what you learned from your assessment:

Nothing

1. Students who submit paper drafts 'perform' better both in terms of understanding the issues and in formulating their own arguments/analyses.

That 70% of students are above meeting the standards on critical thinking learning outcomes. Though the subject of social inequality is a complex area to develop student critical thought, diverse tools and angels of teaching provide opportunities for students to engage the subject.

a) If you want students to discuss a debate or controversy in an essay they write, you have to use the words "debate" or "controversy" in the question you ask. Asking them to explain the issue results in general descriptions, even if the class lectures, discussion and research paper for the whole semester has emphasized the controversies. b) I think this competency may not be the most appropriate category for this course. Students really cannot be expected to judge effectively the premises, assumptions or credibility of sources when studying a social science research paper. They can guess, but that's about all.

The scores for critical thinking were notably lower than they were for content. At first this was puzzling, but after some research and a little reflection I think I have some ideas as to why. The specific questions that I evaluated critical thinking on, involved the interpretation of graphs and data, which added an additional layer of complexity. Recent data from the Department of Education's National Assessment of Adult Literacy indicates that only 13% of American adults are proficient in math and The American Institute for Research found that over 50% of students at four-year institutions lack proficiency in quantitative literacy. Thus, in trying to evaluate critical thinking I am also evaluating quantitative literacy, which could explain the lower than desired scores.

Assignment was in 3 parts. The first and second parts (question #1/assessment objective #1) asked them to find: 1) arguments in articles that applied information learned in course, and, then, 2) arguments that contradicted information from course. The third part (question #2/assessment objective #2) asked them to construct their own argument as to whether these two articles were consistent with each other. Variable writing ability affected the quality of student answers: "good" writers (which, mostly, correlated with "good" students) gave excellent answers. Mediocre writers and poor writers tended to give answers that were representative of their respective abilities. Most of the time, the assessment outcomes of the 2 separate questions were consistent, with a slight difference in that a few more students scored higher on "creating their own argument" about the consistency between the two articles (question #2) than on question #1 ("identify arguments in articles").

OBJECTIVE 1: Those who exceeded expectations discussed all 4 critical points & added at least one telling point to one of the 4 criteria. The "meets group" usually met at least three of the criteria; the "approaches group" met two of the criteria and those who "failed" listed one or none of the criteria listed above. A problem with those who did not do well on this objective, was that they failed to understand the three structures and how they were distinct. FOR OBJECTIVE 2 DISCUSSION: the students had a difficult time thinking of arguments for why multiculturalism could be seen as bad. The key to that argument is that often multiculturalism is depicted as a "Mosaic" or "salad bowl" metaphor which retains the notion of discrete essentialist and homogenous cultures. This metaphor retains the basic properties for developing ethnocentric biases..

Based upon these assessment data, what changes might you make if you were to teach this course again?

FOR OBJECTIVE 1: In subsequent cultural anthropology courses I will focus more on repetition exercises and
Critical Thinking

Based upon these assessment data, what changes might you make if you were to teach this course again?

In class exercises to have students practice writing about the three structures of the cultural materialist approach. I will also add more quizzes which question the causal relations between the three structures.

OBJECTIVE 2: The feedback, discussed above, particularly on inspecting my sample, let me to realize that I need to spend more time developing this argument, providing more examples on how essentialist conceptions of culture prime individuals for ethnocentric assumptions that they may not be aware of.

- I will have to re-write this kind of essay in the future and specifically ask students to discuss and evaluate a debate, controversy or opposing viewpoints.
- I will consider submitting this course for a different competency in GE4.

Because I feel that quantitative literacy is essential to certain areas of critical thinking, I do not want to back away from asking students use graphs and data as the basis for exercises in critical thinking. So, my idea is to introduce more data in the presentation of the material related to the questions I am evaluating, and to have the students work with some of the data and answer group formatted questions on it before the exam.

My hope, which the national data supports, is that greater exposure to working with data helps with quantitative literacy. My only fear is the degree to which slowing down to focus more on the data could hamper the delivery of the world regional content. Hopefully a balance can be struck.

1. Encourage the submission of drafts.

Though this assessment cannot capture the current design of the course, I intend to incorporate multiple forms and opportunities to exercise critical thought throughout the semester as to make this objective a general one in the course.

- should give students more opportunities for critical thinking assignments

No changes; the student population varies so much each term that there is no statistical population control possible and hence it is not really possible to assess what can be changed for the sake of improvement (the very basis of what constitutes improvement is in question, put differently). I have over the past three semester used the same pedagogical techniques, virtually the same content, and the same exam questions. The result has varied so wildly that it is likely that variation is due to student population variability between terms, rather than any variation in teaching per se.

What suggestions or feedback do you have about the assessment process at New Paltz?

None

As always, the biggest problem I see with the assessment process is that we are sampling small classes and assessing them without controlling for any variables in the cohorts being sampled. Thus, each class can only be looked at in isolation and there is no way of determining if the assessment results are a consequence of the quality of teaching, the quality of students, or some combination of the two. This uncertainty creates assessment results that are of far less value than intended.

The current forms of assessment cannot capture in a comprehensive way the diverse ways in which learning objectives are incorporated, engaged by students neither assess throughout the semester. A cross-sectional (snap shot) approach does not allow to the proper representation of teaching and pedagogical styles/approaches as currently put in place in the classroom. By allowing a self-report of general grades or reflections may serve as a better representation of the efforts by instructors on furthering learning outcomes and assessing them in our courses.
Critical Thinking

What suggestions or feedback do you have about the assessment process at New Paltz?

a) The figures on enrollments in a course that are embedded in this report do not reflect the actual number of students registered in or attending a class when an assessed activity is conducted. And the students who are assessed may not even be the same students. I began the semester with 30 students on the first day of class, but 7 of them dropped or disappeared during the semester. Several others added the course along the way, with a total of 26 actually attending and registered by the end of the semester. b) Could you please warn us when we are about to get timed out and let us save what we entered up to that point? This is the second time I am entering everything because the first time around didn't go through somehow and afterward mynewpaltz said I had not submitted anything yet. Also could you make it possible for us to save this page to include in our program assessment reports and in our bank of assessment materials on our G: drive? Thanks..

That is not be done at all, unless a tenable statistical approach is implemented, which would require that students be followed longitudinally through courses that can be argued to be equivalent relative to the objective being measured. This latter aspect might be elusive, which puts into question the legitimacy of the entire endeavour.

N/A.

everything seems fine.
Effective Expression - Oral

Please describe what you learned from your assessment:

- Student were confident when presenting. - Students did not know how (or did not know to) to cite the work of others during presentation. - Because of the nature of the presentation (biographies) students used wikipedia even when urged not to. - Students critiqued each other in writing a lot more than they would during the Q&A portion of the presentation.

I need to focus even more on Objective #1 (despite of the overall very satisfying results).

First, I learned (I think) that students prepare differently for a story that will be “on camera.” I use a flipcam because there’s no way I can both evaluate diversity knowledge and assess effective oral expression at the same time. I must do one, and then rely on the camera recording to do the other. Second, the camera influences student presentations. For some students, they prepare more thoroughly and avoid waiting until the last minute to prepare, judging from the quality of their presentations. For other students, however, the presence of a camera, even a little flipcam, seems to make them nervous, and they tend to be more dependent on reading from their notes than they probably would be without the camera. I suspect that one student actually avoided coming to a class where she thought she might be recorded. So I think the camera skews the results a little, but I know of no solution. Students relying heavily on their notes seem to give a flatter, less animated presentation.

Of the students who did not meet, neither one did the assignment. Of those who only approached, they had not had a study abroad experience nor had they had an upper-division French course other than a language course. Those in the exceed category were far more advanced in their studies. In assessing this group of students, I see that their success is not built in one semester, but over the course of several semesters.

Based upon these assessment data, what changes might you make if you were to teach this course again?

Have students engage in workshops (group work), where they film themselves as preparation for the actual assessment of objective #1. That way, they have to evaluate their own performance, which makes them more aware of the areas that need improvement. I would also suggest that they should write (in addition to an evaluation) a critical reflection on their skill level.

- I need to choose a citation style early in the class and role model it throughout.

I’m considering greater emphasis on Chapter 12: “Becoming the Voice,” next semester. I will assign the chapter early enough to leave time for discussion. I will need to develop some discussion questions. I will also try to develop two kinds of activities to enhance oral expression. The first activity will be to hand out very short readings to the students. I will put the students in pairs and ask each to tell the other what their short reading was about. The purpose would be to show that they can present something short Without Any Reading, and without memorizing their presentations merely as sequences of words. Another activity would be to develop short practice scenarios that call for vocal animation and for facial or physical animation. I will provide feedback to students. However, in developing short narrative scenarios, I must develop 26 different ones, all consistent with the patterns presented in Chapter 12 of my textbook.

I would not allow students to sign up for this course until they have completed FRN301 or FRN302. This semester, those who did most poorly had only just finished FRN202 and took this course instead of FRN302 because this one fit better in their schedule.

What suggestions or feedback do you have about the assessment process at New Paltz?

First, I feel it is very useful to examine what students are doing in my courses. Assessment is an effective
Effective Expression - Oral

What suggestions or feedback do you have about the assessment process at New Paltz?

way to do this. It encourages me to become a better teacher and to consider new ways of teaching. I worry about my own biases. I highly value student presentations that contribute to my knowledge and to the knowledge of the audience. Am I strict enough about such things as posture, professional gestures, and utterances such as "um" and "like," problems which sometimes show up at the beginning of a presentation but taper off as the presentation progresses. There are some real differences between making formal speeches such as those assigned in public speaking courses and less formal presentations about culture and storytelling. Finally, a norming session, such as I had with Dr. Spangler, was extremely helpful. She visited my class during the assessment round. We later sat together and discussed student presentations and how fully they did or did not meet our expectations.

A workshop hosted by members of the assessment committee, in which they and teacher could exchange their experiences with the assessment EEO.
Ethical Reflection

Please describe what you learned from your assessment:

Students have difficulty or can only respond superficially to questions about ethics and morals. They tend to summarize rather than analyze. They have great difficulty connecting the viewing of a theatre production with drawing conclusions about questions prompted to think critically or abstractly. Students do not study or learn ethical reflection in high school. They might have some foundation about moral decision making if they have had some religious instruction but the Judeo-Christian texts that inform this type of thinking are not exclusive to reflecting on moral consequences. In general we do not teach this subject.

Sociology as a discipline provides a framework for evaluating ethical and moral decisions in nuanced ways. This gets students away from simplistic moral and ethnic judgments and incorporates critical thinking. Even at the introductory level, sociology students recognize the social construction and cultural specificity of moral and ethical standards.

Students are willing to grapple with different issues and are willing to challenge the status quo.

Students do well if the assignment requires that they focus on a matter of moral consequence and talk about principles involved in some thinker's or tradition's views about it. And many students are thoughtful in their evaluations of such views. But that is different from introducing students to the questions and debates about what counts as moral, what is of moral consequence, how to justify principles, even what moral lexicon to use. In short, students can do what the objectives of this competency require if they are given clear instructions or guidelines about what the terms mean. But this is to substitute pat answers for real, pressing questions, and the objectives themselves oversimplify what is involved in ethics and morality.

I have learned that most students were willing and eager to identify the moral issues of the conflict presented in the text. They welcomed discussion of bigger questions, including those involving ethical principles, both in the classroom and in their papers. They were able to argue certain points of view while envisioning the respective counterarguments.

It seems as though some students are failing to meet objective three. This may demonstrate a lack of ability to analyze abstract concepts. However, it could also be that since this was the last requirement of the assignment, some students may not have given the end of the assignment as much attention as they did the beginning. It seemed in class discussion that students were able to analyze these concepts adequately. I'll take this finding into consideration in my future classes.

I found myself reflecting on the relationship between assessing students' performance with reference to the three objectives on the one hand, and the process of grading on the other. It seems to me that a paper can be weak in one of these areas yet overall merit a relatively high grade; it is also possible for a paper to exceed in one area but to only meet or even approach in others. The fact that few exceeded could be disappointing but

I learned that it is very difficult to assess ethical reflection. The objectives, and the rubric I used to assess these objectives, were difficult to operationalize.

That sometimes you had to reassess your own assessment tools. After consulting with my colleague, I decided to revise the rubric to better reflect the assignment.

Repeatedly, essays relied a bit too heavily on summary, rather than analysis of the textual content itself. The most telling statistic was the general shift down in the numbers for the third objective in which justifications (motives, arguments, etc.) of ethical concepts tended to receive much less attention. Apart from the specific objectives being assessed, it was interesting to note a general disconnection between the material being read and real-life experience of hardship, suffering, mistreatment, or pain. To wit, a number of students appeared to assert that the only (or the typical) responses to personal suffering were atheism, nihilism,
Ethical Reflection

Please describe what you learned from your assessment:

despair; only a few recognized also that it can bring about personal growth, increased devotion, or some other positive outcome or change.

Based upon these assessment data, what changes might you make if you were to teach this course again?

Multiple choice questions have been used to test this competency and that did not seem to work well. An essay assignment can be more flexible but the results are disappointing. I'm not sure I know the best way to test this competency. Perhaps an oral assessment (like a debate) but that does not seem practical in a large, lecture class with an enrollment of 140.

Perhaps I would spend more time in class encouraging students to assess and analyze abstract ethical concepts. This could be a good group endeavor or project. I would also remind students that they must answer all parts of the assignment with equal effort.

If possible, I would allot more time to a discussion of Job, which is usually the subject of but one session in the fast-paced survey. This would mean making a difficult trade-off with other biblical texts. The Job paper is a useful way of having students respond to the material outside of class discussion.

I am going to make it more explicit to the students that they must find sources that show the weaknesses of the multiculturalism.

I did like the assignment that was developed for this assessment. I might consider using it again but I do not think that I would use it with the aforementioned rubric. I think the assignment could be used to measure ethical reflection but I think it is hard to pigeon hole into the required rubric.

I would probably teach marginally more toward the assessment, although ethical thinking is one of three areas specified in the objectives and it is important to cover all three adequately.

I would perhaps urge a more nuanced debate of opposing viewpoints.

None.

Students enjoyed different pedagogical approaches to ethical issues, e.g., on-line readings, ethical issues in the popular press, radio interviews, writing their own ethical questions, taking a stance and arguing positions.

I will incorporate more scenario-based activities and first-person writing assignments. The students wrote more thoughtful, dynamic essays because they were given the opportunity to state their case from the perspective of someone impacted by structural inequality rather than simply analyzing the issues from a birds-eye view.

What suggestions or feedback do you have about the assessment process at New Paltz?

It was a bit of a hardship to have official Assessment results due the same day as grades, especially since there has been a push to utilize assignments that come later in the semester. The time commitment to achieve anything like "intra-rater reliability" required setting aside the papers for a significant period after having graded them and an additional time period before making a second pass with the assessment rubric. This is one reason for the tardiness of my results: it was practically necessary on the basis of my original assessment plan.
Ethical Reflection

What suggestions or feedback do you have about the assessment process at New Paltz?

I would have benefitted from meeting with colleagues to discuss the assessment results.

I would had liked receiving feedback on the work I had sent.

The deadline should not be the same as that for final grades. Even one more day would be better.

The no. of assessed students is 136 however the percentages do not add to 100% above. Can't figure out why as this seems to be an automatic calculation when the "#" column is filled in.

I am continually troubled and frustrated by all of the assessment that we need to do: at the individual, course, departmental, and school level. If I am evaluating students throughout the semester and then giving them a final grade why wouldn't that be assessment enough? What is that final grade measuring? If I'm teaching a class with a set of stated objectives--GE objectives or discipline-specific objectives (or both)--then isn't the final grade an assessment of whether or not those objectives were met? In this sense, the course-based assessment hoops that we must jump through seem redundant.

Streamline assessment more. The selection process for courses should also be revised. My Introduction to Sociology course has been selected for assessment two semesters in a row; courses selected in a given semester should not be considered for GE assessment in the subsequent semester (even if it is for a different GE category). The current selection process leads to some classes being over-assessed and other courses end up under-assessed. The current system also unduly burdens some faculty more than others, increasing workload inequities.

Assessment can be a valuable teaching tool. However, I don't think that results always appear as quickly as we may wish--It takes time for students to absorb and make their own many of the skills and thought processes they are learning in my class.

I am not entirely convinced that the very narrow focus allowed by this exercise draws the best out of students, although there are other, more open-ended assignments during the semester that balance this.
**Information Management**

*Please describe what you learned from your assessment:*

The information literacy assessment and assignments were tremendously helpful to students in my Art Criticism course. I will continue to use the assignments in future classes. The library quiz was particularly helpful in that it taught the students how to use the library databases and cite their sources properly. The assignments greatly improved the outcomes of the student's reading, writing and research. I have statements from several students to that effect.

Despite providing them quite a challenging topic to research (as far as locating items and evaluating them and synthesizing them) my students performed quite well. Really well on task two and three.

The students did pretty much how I expected them to do. We started working on the concepts of information management right away in an early visit to the library in February. We continued to work on using sources in our next three essays and the oral presentation, the research paper and the end of the semester project. Each time we covered different issues while looking for and using sources. However, with this said, using sources takes practice and some get it a little more quickly than others. The hardest part was trying to wean them off the www.coms as their only way of looking for information and into the library physically and using the databases on line. I realized the bigger problem was teaching them how to utilize and synthesize those sources they found into their writing and analysis as support.

I learned that my students are still resistant to using media from the library other than electrical sources. They really prefer internet and technology over the good old fashioned book.

Students either will try very hard to follow the directions, or they do not care at all. They have to be given multiple tries before they actually succeed completing the assignment.

I think they generally did a good to excellent job at researching scholarship and distinguishing reliable sources, and they seemed to enjoy it. I provided the rubric to students in advance & after the library instructional session I did a half session explaining Chicago style, answering their questions. The few students who just approached or didn’t meet the standards would search google or cite general websites in spite of guidelines indicating they should use library databases. (These same students did poorly in other aspects of the course.)

- Despite a clear, straightforward assignment sheet, students have difficulty following instructions - Some students harbor some kind of reservations about utilizing the library and conducting scholarly research - Contrary to my expectations, students largely did not exert extra effort knowing how/why they would be assessed (because they knew it was anonymous and would not affect their grade?)

1. Most students need no assistance in the use of personal computer/word processing. 2. While most students do understand the basic procedures for research technique, many seem to take “shortcuts” 3. Students rely more heavily on on-line resources rather than established, time tested scholarly research books.

Comparing all three objectives students had performed better in 2 and 3 than in 1.

First-year students often believe that because a source is located in the library, it is unbiased and reliable. Students also lack the ability to find sources beyond those located in the SUNY New Paltz database.

I believe that I have taught my students how to correctly find, use and synthesize information sources. Apparently, although it is not yet clear to me why this is, my assessor does not agree.

Some students took this project quite seriously, methodically working on their annotated bibliography, seeking out extra help from both myself and reference librarians. There were, however, one or two students who did not abide by the stipulations of the assignment, and so fell short of the anticipated goals.
Information Management

Please describe what you learned from your assessment:

I found it disheartening that many of my students did not understand how to use basic research techniques since we covered this thoroughly. This is something I will definitely spend more time on next semester.

Based upon these assessment data, what changes might you make if you were to teach this course again?

I would work more with them on teaching how to synthesize and incorporating their information from their reliable sources into supporting evidence in their papers. Although we worked on this, I can see that this was the class' weakness. I am going to put into place short writing exercises that will hopefully help them learn how to use the sources effectively and not just write a report of what their sources discuss or state.

I might try to spread out my lessons on MLA citations, research methods, and related material, instead of focusing strongly on those things for 3-4 class periods prior to the library visit.

I would spend more time teaching source evaluation.

I would definitely dedicate more time to ensuring that they understand what is required of them in relation to research and information management.

I might focus on research management earlier in the semester in order to give them a better foundation.

I can imagine creating a few more assignments to reinforce the skills.

I will include a how to session on "Scholarly Music Research" in the lecture syllabus for next semester.

I do not know. I do not know why my students did not meet the requirements. Once I discover the problem, I will work to correct the problem.

In future it may help to change question one of the library quiz (where students search the Oxford Art/Grove Art Online databases), to read: Give author's name if there is one. Many students did not find an author for their article and this was a point of confusion. One technical suggestion: do not check the time limit feature or auto-submit for the library quiz as students tend to leave the quiz on their laptops for extended periods of time. Many students did not include the Sayre citation in their summaries (as I believe they were concentrating on peer reviewed articles for research), so I would just leave this out.

The library session & annotated bibliography assignment might work better earlier in the course, and then after I see what kinds of sources the students are locating students build on those skills in a later part of the course. Also, I would tell them that the rubric is the guideline for the assessment, but also note other expectations that will go into the grade for the assignment. Finally, I think most students find it hard to care about citation formats, especially distinctions between bibliography and footnote format, so I will try to find a way to capture their interest in this.

More emphasis should be given to familiarizing Statistical Software since this plays a vital role in Modern Statistics. Also it allows the students to get exposed to large data in applying the statistical methods.

I would spend a good deal more time going over the different mediums which students might use for research. Many students relied quite heavily on the Internet and databases, which is okay to an extent. They also need to be well-versed in other sources they might encounter at various points in their academic and professional careers.
**Information Management**

**Based upon these assessment data, what changes might you make if you were to teach this course again?**

I would focus more intensively on basic research skills. The library session is beneficial, but I think they need more help in actually learning how to conduct basic research, the procedures and methods and so forth.

**What suggestions or feedback do you have about the assessment process at New Paltz?**

This worked very well. I have several statements from students stating how they have grown in their ability to do research as a result of the information literacy assignments.

I feel this assessment gives the instructor how students should be educated in order to prepare them for the latest industry standards.

The process seems fair and clearly outlined for me to follow. Please note: you have my section 08 class as the one being assessed. My assessed class was actually 07. That was the class that was chosen for the assessment.

I don't have any suggestions or feedback at this moment.

I feel that it is important to understand how students are performing but I felt as many of my students did not take the assignment seriously.

The last part of the assessment asking the students to use two of their sources and come up with their own conclusions was confusing for many of the students. They did not clearly understand what we were asking them to do. This was the hardest part of the assignment for them. The other thing to keep in mind is that no matter how hard you work on these skills and how often you do them in class, these skills are new to them, and it requires practice and experience for them to become proficient at integrating sources into their text. Secondly, no matter how hard I work at teaching them these skills, there are always those students who do not pay attention, do not learn, and therefore, do not apply what was taught to them in the library visit or in the class room.

This was a useful and precise method for evaluating IM. The assessment process continues to be refined with time.

It is difficult to determine the difference between objectives [2] and [3]. How is "using basic research techniques" different from "locating information from a variety of sources?" Making this clearer will make the assessment evaluation more precise.

I think it went smoothly and was informative as to my student's standing in regards to information management.

Listing expectations/criteria is useful, but rubrics can have drawbacks. Students doing minimal work may follow only criteria on the rubric well & expect a good grade, even if they neglect other important skills (e.g. writing mechanics, coherence, clarity, judgment). Instructors doing assessment while grading must consider the organic whole, not just rubric items. Also, some criteria overlap--e.g. use basic research techniques, locate information. So, marking each rubric criterion, while factoring in other aspects to determine a grade for every paper, can be rigid, exhausting, and inefficient, when reading 40 papers.

More preparation; a bit more clarity on precisely how students will be assessed.

This assessment task went very smoothly; I was quite pleased with how it ran. I would, however,
Information Management

What suggestions or feedback do you have about the assessment process at New Paltz?

I recommend assessing (at a future point) students' capacity for adhering to various writing styles (MLA, APA). I found, after reading the full versions of some of my students' papers that, although their annotated bibliographies were pristine, they got confused when it came to properly citing in-text. This isn't a universal issue for all my students, but it's also not something that only happened one time, to one student.
Other World Civilization

Please describe what you learned from your assessment:

I have been encouraging students who miss a lot of classes early on to drop the course and retake it when they are better able to really focus. Consequently, some of the weaker students are not reflected in the assessment.

I made a mistake and mixed up the assessment proposal that I had to submit for 2013 with the actual assessment of this course over the Spring semester for 2012, which we wrote last year. The effect is that I worked with the assignment that is the basis for the assessment proposal for 2013, and did not include the questions for this assessment in my Final Exam for this semester. This makes it impossible for me to assess this course as requested. This is my mistake, my sincere apologies.

As usual, the results correlated fairly closely to the grade received by the student, but the result of this assessment was a pleasant surprise (with more exceeding the standard than anticipated).

I learned that my final exam was too easy; 47% of the students in the "exceeds" category seems too high, especially in a class with 36 students, where the instructor does not have the luxury of individualized attention. An alternative interpretation is that the students enjoyed the class, did their reading and group work assignments assiduously and formed study groups because they were so engaged with the material that they wanted to learn more. Many spoke to me afterwards to say that they learned a lot about Latin America and the Caribbean; also, there were 19 heritage learners in the course, more than half.

1) The organization of content in the lectures and accompanying powerpoint presentations had a greater impact in shaping their understanding of the course materials than did their reading of the textbook; 2) Student knowledge of geography is less developed than I initially expected; 3) Primary source analysis is facilitated by introduction of historical context, but hindered by student knowledge of vocabulary.

I have learned to work on assisting the students who are on the cusp of fully grasping the material but fail to do so. If this means further elaboration of historical events and personalities, then I will indeed meet this need so as give the students an enhanced comprehension and appreciation of the course material.

I found that the assessment results do not correlate with students' overall performance in the course. Therefore, I feel that this assessment revealed more about the questions included in the assessment than student learning.

Based upon these assessment data, what changes might you make if you were to teach this course again?

Include additional readings on certain topics that reflect the distinct historical and cultural realities of nation-states on the continent of Africa prior to the European encounter as well as Africa's role in the larger, interdependent world of politics, trade and warfare.

As a fairly high number of students only "approached" standards, I will examine how I am delivering the material included in the assessment to students and how I can clarify it for them.

I will provide more clarity about my expectations for a group presentation, accompanied by a rubric.

1) Reorganize my lectures/powerpoint presentations along geographical lines, instead of by themes; 2) Institute a series of map quizzes; and 3) Focus on closer readings of fewer primary sources.

I am fairly happy with the outcome this term, which was a result of fine-turning from previous assessments.
Other World Civilization

Based upon these assessment data, what changes might you make if you were to teach this course again?

What I learned of teaching this course this semester, is that students need more in detail explanation and materials about the institutions of the global economy, such as the World Bank, The IMF, Unions and other more nationally based institutions within and outside the US, as they seemed to have difficulty understanding these. I would do this by explaining the functioning of these institutions including its basic organization and functioning. I also picked up that the institutional change that is currently going on deserves more attention in this course, which I will do by additional readings, explanation and discussions on these issues.

I would be more rigorous in the grading. I graded mainly based on content, organization, specific examples and expression. Next time I will include minor mechanical errors that I ignored in this assessment.

What suggestions or feedback do you have about the assessment process at New Paltz?

I think the process is now well-established, and grading to a rubric using intra-rater reliability (in my case), assures valid results. In my case, I also used anonymity by using small pieces of post-it notes to cover the students name. I feel more comfortable covering up the names when grading essays.

More guidance on the development of rubrics would be helpful. I found the samples to be far too oversimplified to deal with the variety of student responses.

Less prescriptive objectives would result in better teaching and more authentic assessment.

None