



General Education Committee Assessment of Designated Courses

AC/AE, FW, WI, SA, PI

Spring 2009

Presentation

September 24th , 2009

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Office of Institutional Effectiveness

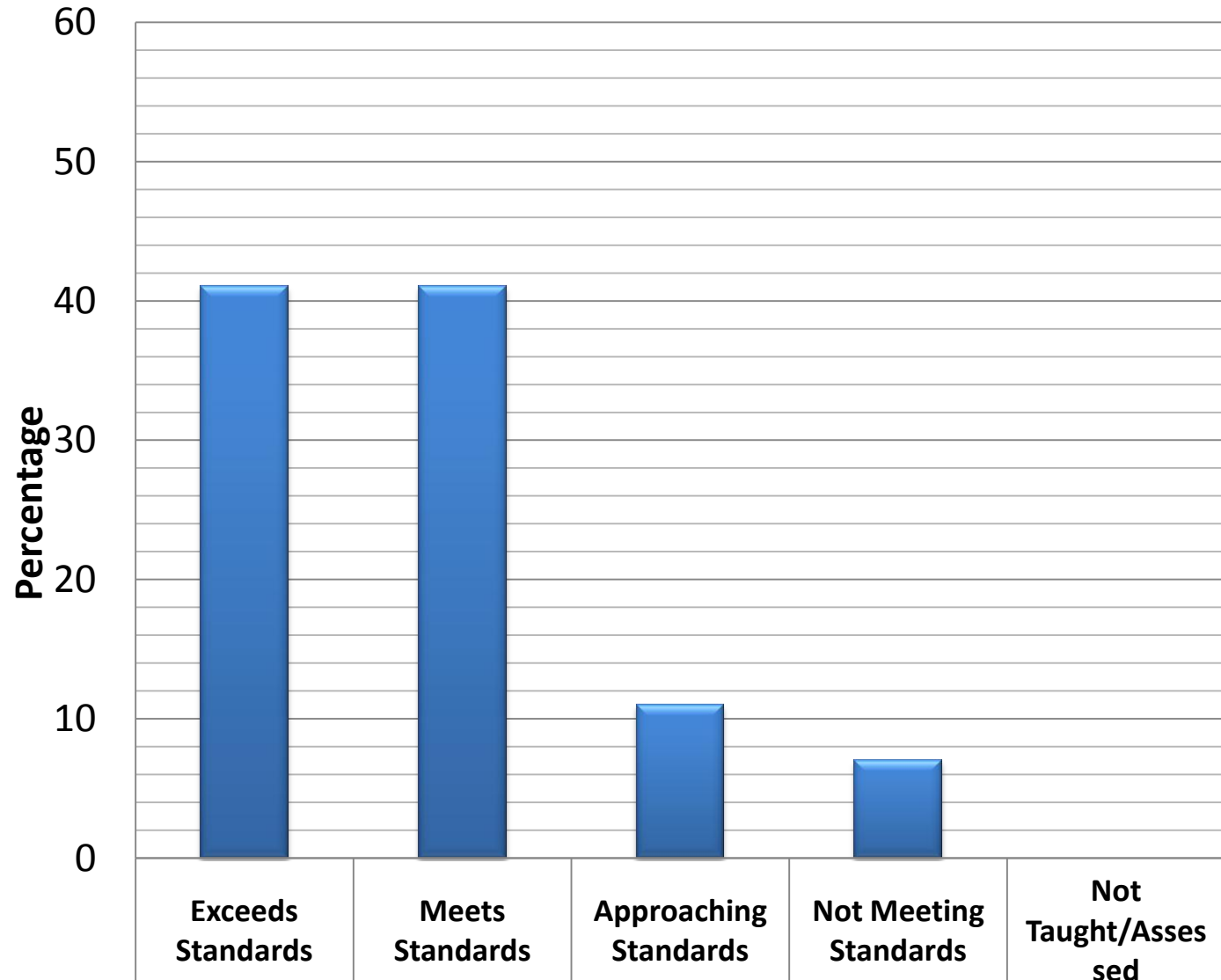
Aesthetic Understanding

AE/AC Designator

- Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.
- N=1059
- Enrollment =2253
- Percentage assessed Spring 2009 = 47%

Gen Ed (AE/AC) Aesthetic Understanding Spring 09

n=1059/2253 [47%]



■ Understanding of at least one principal form of artistic expression.

41

41

11

7

0

AE/AC Spring 2009

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses n=40	Assessment Tool
42.5%	Exam(s)
40%	Quiz(zes)
2.5%	Standardized/Departmental Tests
60%	Homework
60%	Project(s)
55%	Oral Presentation(s)
42.5%	Writing Sample(s)
55%	Portfolio
7.5%	Interview(s)
45%	Live Performance(s)
20%	Rubrics
30%	Other :Critiques, in class practice, concert attendance

Aesthetic Understanding

What assignments and/or assessment activities did you feel were most effective in generating assessment data to measure the percentage of students who were 'exceeding', 'meeting', 'approaching' or 'not meeting' AC/AE outcomes?

- Students are required to attend rehearsals each week and to prepare (practice) their assigned band music to an acceptable performance level.
- Final rehearsals and performances (one each day for six straight days) also served as an effective assessment instrument.
 - A 5-page paper analyzing one work of modern art assigned by instructor
 - The exams and essays were equally effective.
 - Reading/Discussion/Writing activities focusing on key biblical passages and differing translations

5. Assessment activities that were most effective in generating assessment data

- writing projects included sample readings of professional examples, class discussion of the work, individual presentations to the class on specific forms which included professional examples as well as student attempts, student poetry readings and analyses presented to the class, writing projects including guided peer reviews, teacher conferences, and opportunity for multiple revisions on specific areas of the rubric. Students were required to consider all of the peer suggestions and write about how these suggestions influenced their revisions.
- analysis papers and exams
- Historical context (quizzes and exams) contemporary connections (author presentations, young children's books presentations, response papers) cultural (response papers, quizzes and exams) form and style (papers, quizzes and exams) audience (read, presented, discussed, and wrote about approximately 60 children's books) critical essays (reader response analysis papers)

5. Assessment activities that were most effective in generating assessment data

- **in class presentation of scenes from early, middle and contemporary dramatic literature - realistic genre oral critiques by the class in addition to my observations**
- **oral presentations, in class discussions, midterm analyzing a play using Aristotle's Four Causes**
- **Portfolio and writer's notebook**
- **Figure and Portrait Drawing exercises and class critiques of work. Drawings were completed previous to lessons and again after instruction to determine level of improvement.**
- **Assignments and projects followed a prescribed formula for studying the principles and elements of design and a course in color study. Color study exercises were accepted once they fulfilled the requirement or returned for corrections until they solved the problem correctly. Design projects and exercises were subject to peer critiques. Grades could be raised by re-doing a project after evaluation.**
- **Quizzes and the final exam.**
- **Quizzes in the form of note checks sung in quartets.**
- **Exams, Performances, In-class practice, Projects**
- **Performance quizzes.**

5. Assessment activities that were most effective in generating assessment data

- **A) Two Dance Quizzes, B) Oral presentations which were assessed with rubrics, and C) Dance explorations in the studio.**
- **Live performances were used in three ways - in the lesson, in studio class, and in end of the semester levels and juries. This was the most effective way for me to assess students' progress toward mastery.**
- **Individual and group analyses and reflections on assigned literary excerpts/texts done orally in class; also, individual oral reports on critical articles exploring artistic expression and the creative process leading into it.**
- **Exam and homework grades.**
- **In-class exercises helped to make concepts clearer. The collage and written formal analysis project helped students learn to analyze an artwork (their own) so that they could identify with the process of making decisions about art.**
- **Each student produced responses to three "connector paper" assignments over the course of the semester in which they were required to generate independently a critical context in which to compare and to analyze two distinct (i.e., at least ten pages separate from one another within a single text) passages. These analyses were explicitly required to go beyond simple close reading of the text into some external critical context (e.g., genre conventions of science fiction, historical context, psychoanalytic characterization). As such, the students could demonstrate their engagement with the texts as constructed works of fiction arising from a particular time and/or place, not simply free-floating verbal data.**

5. Assessment activities that were most effective in generating assessment data

- Portfolio assessment.
- quizzes, live performances
- live performances, punctuality, successful preparation for rehearsals
- The feedback of my colleagues in a live performance situation and the comparison of these students to others in their age/level group.
- live performances, exam, quiz
- The performance in Voice Class is the main measure of assessing progress. Vocal development is not an exact science and I, as a voice teacher, am never sure what will be the motivating cause of progress. Sometimes it is the performance itself which causes the insight for a student to improve and make significant progress. For example: student A who started the course and could not breathe, could not enunciate, could not project the voice; yet achieved a good sustained sound at the end of the course (yet not a beautiful sound) as compared to student B who started with a beautiful instrument and still improved, made more progress and thus exceeded outcomes. Nevertheless, student B made real progress yet it was not as obvious.
- Analysis of scholarly articles; juxtaposition of texts that critique each other i.e. Jewett's Country of the Pointed Firs and Wharton's Ethan Frome; final project

5. Assessment activities that were most effective in generating assessment data

- **The most effective activities for assessment were: 1)One four-page essay describing performances that they attended over the semester, along with a description of how these experiences can relate to their own studies, and life in general. 2)Three written exams to cover material from class, and concerts that they have attended. 3)Their own live AND written performance reflection essay describing what they learned from the experience, and from the performances they saw over the semester. 4) Group oral presentation about the Met Live in HD performance of "Madam Butterfly."**
- **Portfolio assessment**
- **There were no assignments other than to learn and play their parts well.**
- **Attendance at individual practice sessions**
- **Directing Project resulting in a festival of plays performed for the public (over 600 attending). In addition are the oral presentations that include a final assessment of the production conducted by peers and a one-on-one session with faculty where the video is reviewed and critiqued.**
- **My semester project requires the students to select a piece that we did not study in class and create a listening outline based on the outline format used in class. This written assignment provides a good picture of what they understand about music. The final exam is cumulative and includes two short essays. One essay discusses how music has changed over time. The other asks the student to describe his favorite work studied in class.**

6. What adjustments will you make in order to better fulfill the requirements for the designator the next time you teach this course?

- **Designate the limit and types of permitted absences from rehearsals.**
- **None planned at this time.**
- **None. This is an advanced course; almost all the students were senior majors. As a result, the outcomes were excellent.**
- **I will be more explicit in my syllabus about the specified learning outcomes and methods of evaluation.**
- **more student response work to the various literary conventions represented in the key readings**
- **I will require my students to attend at least one poetry reading during the semester.**
- **require more research especially regarding local historical figures in preparation for next spring's campus festival**
- **I think I'm doing a good job with this. I might revise over the summer after I have a chance to think about it more.**
- **filming work earlier in the semester so that students can learn from watching better distribution of rehearsal time for each scene**
- **include more varied analysis of dramatic literature**

6. What adjustments will you make...

(Continued)

- I will look for more opportunities for students to attend events outside of class.
- More specific work with still life drawing. Moving figure drawing to an earlier part of the semester.
- I plan to have a preliminary critique at an early stage in a project so that changes can be made based on feedback before the final project is submitted.
- I will be revising the number and type of quizzes given, as well as modifying how the students are assessed for their oral presentations.
- More note checks
- More concert reflections, more aural skills assessment (vs. practice)
- My employment at SUNY Potsdam has been terminated. If I were to continue teaching these kinds of classes, I would continue to use the same types of assessment, as they have proven very effective (yet time-consuming).
- I will devise more dance-content discussions. This is challenging because I am balancing the AC material with the FS material. I may compile my own reading packet.
- I believe that the many opportunities that I have to hear students in three different settings allow me ample opportunity to assess their progress. I will continue to make adjustments to my grading rubric in order to more clearly define what I am looking for at every step in the student's four-year degree.

6. What adjustments will you make...

(Continued)

- Spend more time on examination of the genres represented in French literature before the 19th as such.
- I may have the students make more formal presentations of their art projects. When they do it "off-the cuff" they don't take it seriously. I may have that part a graded exercise next time.
- None. These three assignments provide students not only with a variety of tasks to accomplish in regard to the specific subject matter, but they also offer the chance to develop specific skills related to the analysis of literature more generally. As such, they work well on a number of pedagogical levels. The majority of students who did not fulfill the designator, either failed to turn in work or did so in a fashion that did not meet the minimal guidelines for the assignment in terms of depth of engagement with the text.
- None.
- I would like to use a diff. book and I would like to do more ensemble playing..
- More carefully review requirements from syllabus/ensemble contract and identify issues earlier on with individual students.
- Have higher expectations and push those that are not working at the same rate as the others, offer extra help if students will take advantage of it.
- insist on a journal or note-taking during lectures.

6. What adjustments will you make...

(Continued)

- I will not be teaching this course again. I would like a classroom with computer, projector and internet access as this would help immensely in filming the students and then playback and also hearing and seeing YouTube, for example.
- none
- 1)I am working on the Group Presentation requirement, to better monitor the class time, so that there is more specific time for each student to express their thoughts, and to respond to questions/class discussion. 2) I would also like to incorporate more active listening assignments so that the students gain more practice responding to music/performances that they experience, and to putting those responses into intelligible, effective language.
- more short-form projects as well as presentations.
- None
- I will not be teaching the course again
- Increase the quality of the video-recording. Evaluate the methods of audience response/feedback.
- I would like to create more time for in class discussions.
- - I will require 1-2 short paper on the novel (as the do w/ short-stories) before asking for the long paper on the novel, and I'll start analysis of the novel earlier in the semester.
- At the start of the semester I will attempt to be more concrete in my explanation of evaluating student work.

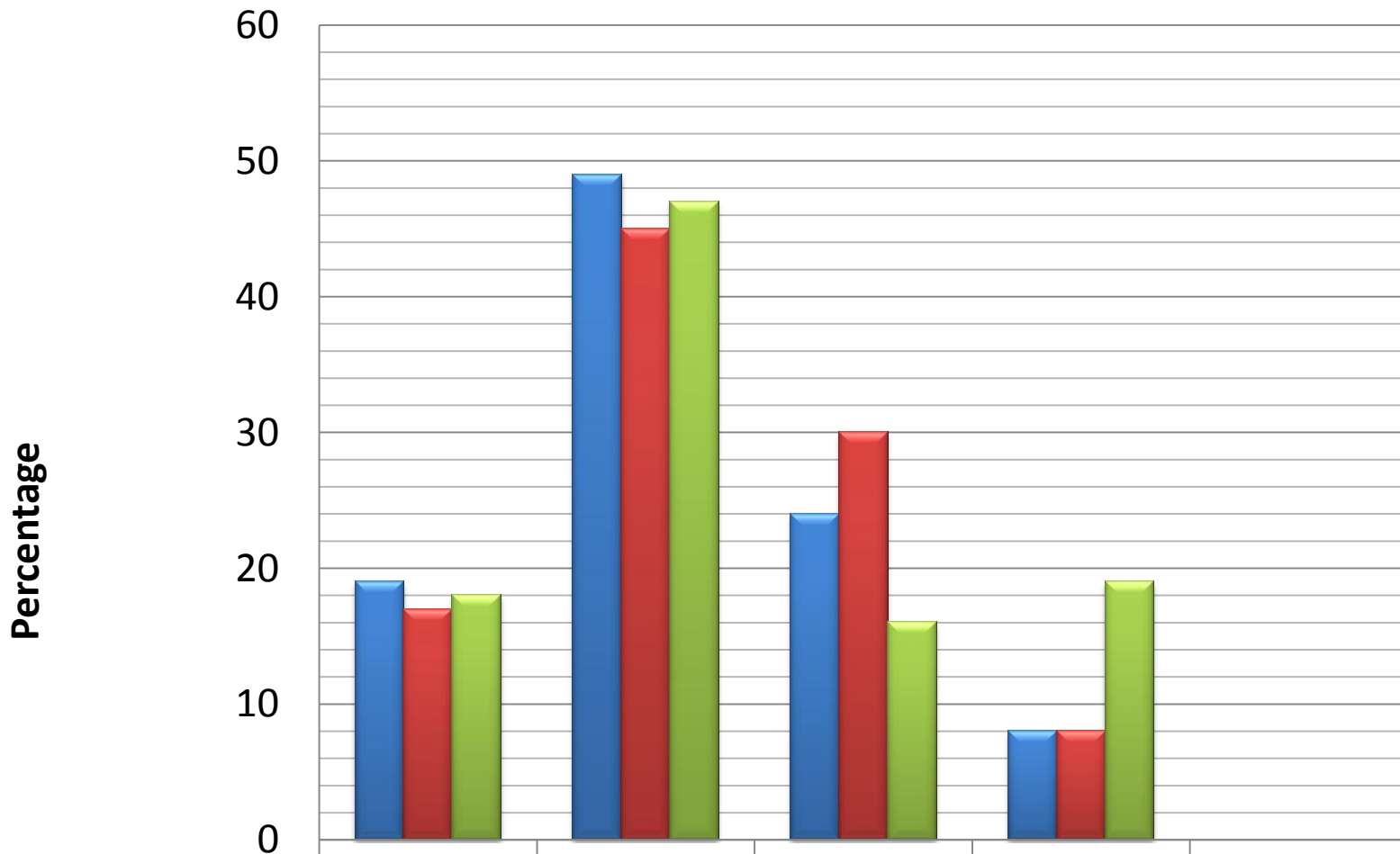
First Year Writing

FW Designator

- **Students will produce logical, orderly and coherent texts within common college-level written forms.**
- **Students will demonstrate the ability to revise to advance ideas with increasing complexity and sophistication.**
- **Students will demonstrate the ability to research a topic, bring together various viewpoints to develop a coherent and purposeful argument, and organize supporting details.**

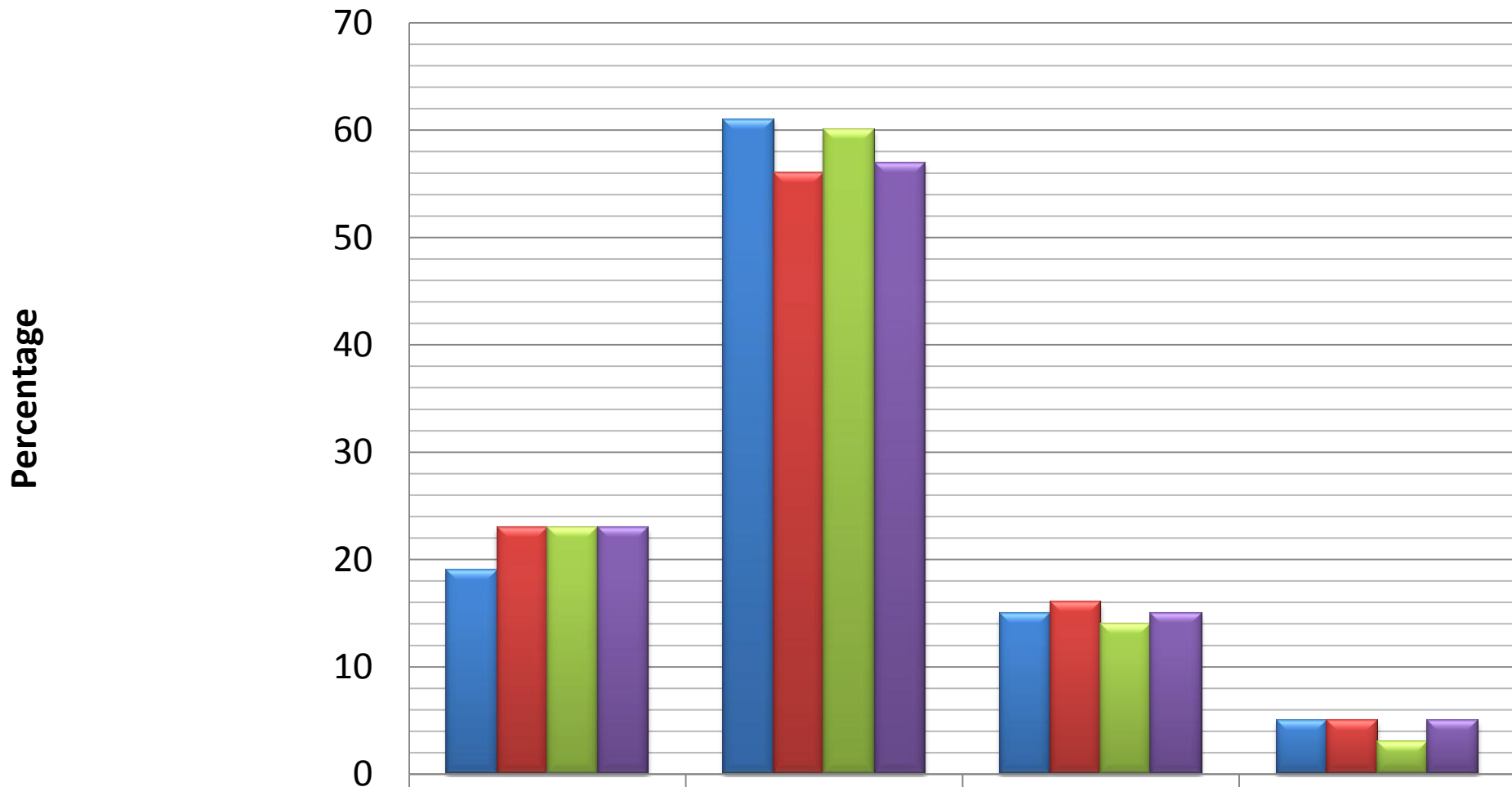
- **N=184**
- **Enrollment =311**
- **Percentage assessed Spring 2009 = 59.2%**

Gen Ed (FW) First Year Writing Spring 09 n=184/311 [59%]



	Exceeds Standards	Meets Standards	Approaching Standards	Not Meeting Standards	Not Taught/Assessed
■ Produce logical, orderly and coherent texts	19	49	24	8	0
■ Demonstrate ability to revise	17	45	30	8	0
■ Demonstrate ability to research	18	47	16	19	0

Portfolio Assessment of First Year Writing Fall 2008 n=100



	Superior	Proficient	Approaching	Unacceptable
Mechanics and Usage	19	61	15	5
Rhetorical Structure	23	56	16	5
Argument	23	60	14	3
Holistic Score	23	57	15	5

FW Spring 2009

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses n=7	Assessment Tool
14.3%	Exam(s)
28.6%	Quiz(zes)
14.3%	Standardized/Departmental Tests
71.4%	Homework
42.9%	Project(s)
28.6%	Oral Presentation(s)
71.4%	Writing Sample(s)
71.4%	Portfolio
0%	Interview(s)
0%	Live Performance(s)
42.9%	Rubrics
28.6%	Other :Library Tutorials, journals, research papers

7. Assessment activities that were most effective in generating assessment data

- **Homework, Projects, Presentations, Writing Samples**
- **The students have been writing and rewriting analytical papers about literature.**
- **rubrics for variety of papers**
- **My use of an end-of-term portfolio of writing samples in the four discourse types taught, use of a pre- and posttest diagnostic evaluation, and a series of online quizzes.**
- **Portfolio.**
- **COMP 101 is a writing course. I assess their writing by looking at their writing, tutorials and reading student work in class.**

8. What adjustments will you make in order to better fulfill the requirements for the designator the next time you teach this course?

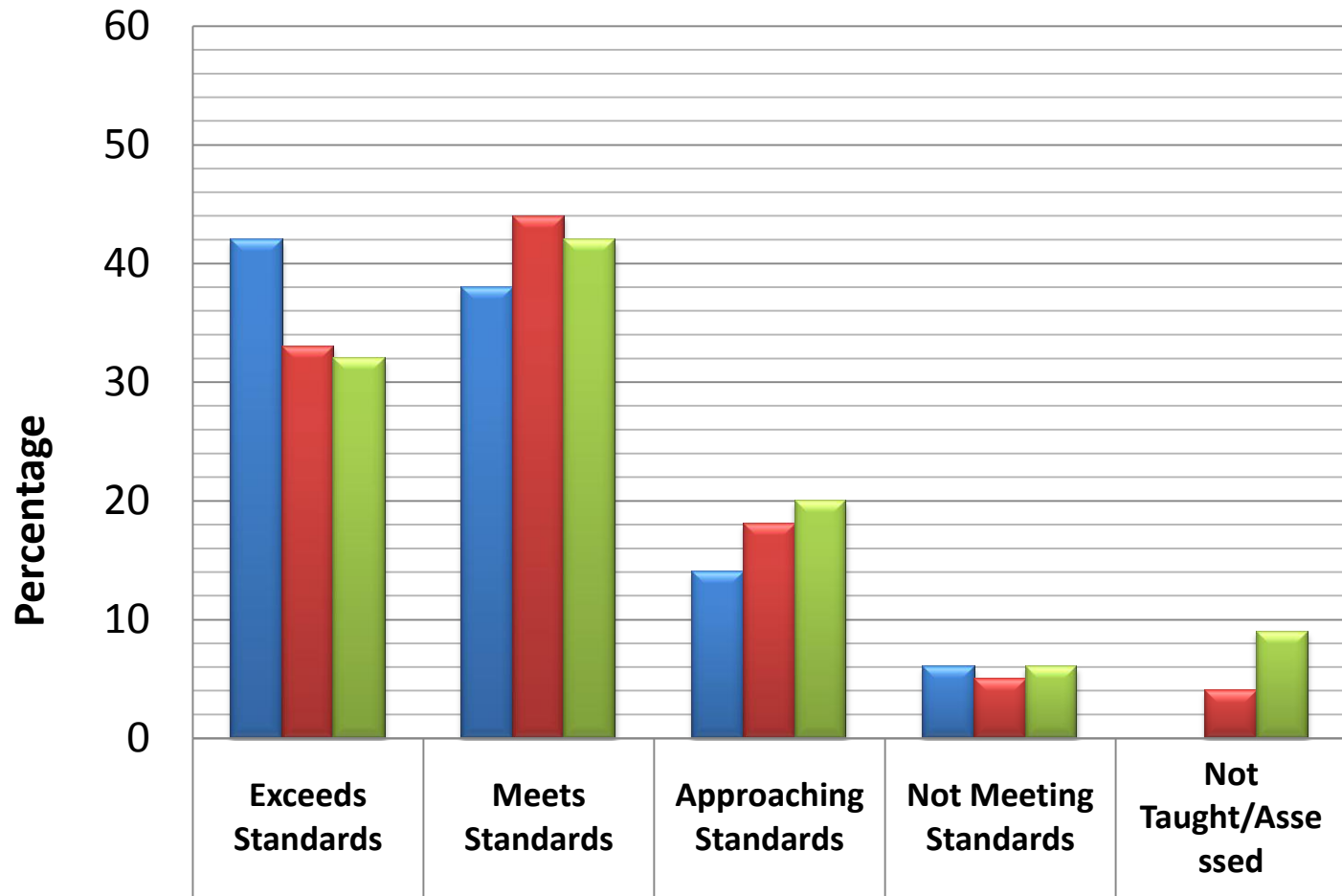
- This is the most inept class of first-year students I have seen in my 12 years teaching college level English.**
- more attention to development of increasingly complex and sophisticated ideas in writing**
- I will try to revise my use of Blackboard to better accommodate student needs, and I will expand office hours.**
- More research assignments rather than one large research project.**
- Every year my students come to me with less experience in reading and writing. Every year I add more instruction in the basics. I have learned to assume nothing.**

Writing Intensive WI Designator

- **Students will produce logical, orderly and coherent texts within common college-level written forms.**
- **Students will demonstrate the ability to revise to advance ideas with increasing complexity and sophistication.**
- **Students will demonstrate the ability to research a topic, bring together various viewpoints to develop a coherent and purposeful argument, and organize supporting details.**

- **N=428**
- **Enrollment =867**
- **Percentage assessed Spring 2009 = 49.4%**

Gen Ed (WI) Writing Intensive Spring 09 n=428/867 overall [49.4%]



■ Produce logical, orderly and coherent texts n=428 50%	42	38	14	6	0
■ Demonstrate ability to revise n=382 44%	33	44	18	5	4
■ Demonstrate ability to research n=363 42%	32	42	20	6	9

WI Spring 2009

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses n=23	Assessment Tool
34.8%	Exam(s)
21.7%	Quiz(zes)
0.0%	Standardized/Departmental Tests
47.8%	Homework
47.8%	Project(s)
47.8%	Oral Presentation(s)
78.3%	Writing Sample(s)
17.4%	Portfolio
4.4%	Interview(s)
0%	Live Performance(s)
21.7%	Rubrics
26.1%	Other :Heuristics, Lab Reports, Case Briefs, Interpretive Work

7. Assessment activities that were most effective in generating assessment data

- **Case briefs**
- **The required projects**
- **Students perform a laboratory experiment, gather and analyze the data and then write a comprehensive laboratory report which comprises 5 different sections: Abstract, Materials and Methods, Results and Calculation, Discussion, and Conclusion.**
- **Writing samples-lab reports and other written projects on assigned topics**
- **Students are required to read and analyze 3 books. They then write book reviews. Rubrics for the book reviews are discussed in class and are used to provide feedback during one-on-one interviews. Students are allowed to rewrite and resubmit their papers.**
- **Standard mathematical proof writing assignments.**
- **first drafts, oral presentations, final drafts**
- **Portfolio**
- **Portfolio**
- **Paper revision / requiring multiple drafts.**

7. Assessment activities that were most effective in generating assessment data(Continued)

- The regular writing homework assignments and the final project/paper.
- Papers and revisions
- Students write six papers over the course of the semester - the first four are merely parts of a research paper, the fifth is a research proposal, and the final paper is a complete research paper based on an experiment the students develop and complete.
- Portfolio assessment.
- I feel that the problems in which I gave an outline of a proof were effective.
- writing samples
- Literary Response Essays but especially the semester-long Biblical Heritage project
- The writing samples. I held several one-to-one feedback meetings to transmit to each student how he or she had been doing. Thus, this was a very time consuming advising process in which I tried to explain the requirements over and over again.
- Papers
- essays, exams and the research paper were effective in assessing students meeting WI outcomes.
- Research paper, analytical critique, weekly components of research paper handed in and revised
- The final seminar paper, which has gone through successive revisions, is the best tool for measuring WI student learning outcomes.

8. What adjustments will you make in order to better fulfill the requirements for the designator the next time you teach this course?

- **Increase the number of briefs required.**
- **Consider two projects instead of three based on student feedback.**
- **I will require/add one more section to the lab reports (for example "Introduction") which will help students review the concept of the experiment and write it in their own words. I will also provide several examples of good laboratories report for the students' reference.**
- **Establish more rigorous deadlines for late reports**
- **I am considering requiring all students to make appointments with mentors in the College Writing Center prior to writing each book review. I am also considering providing samples of previous semester's exemplary papers in the College Writing Center to serve as models for students.**
- **More frequent assignments.**
- **none**
- **I believe the course, as I teach it now, fully fulfills the requirements for the designator, and exceeds some of the requirements already.**
- **I believe the course as I now teach it meets and exceeds the requirements for WI.**

8. What adjustments will you make in order to better fulfill the requirements for the designator the next time you teach this course?(Continued)

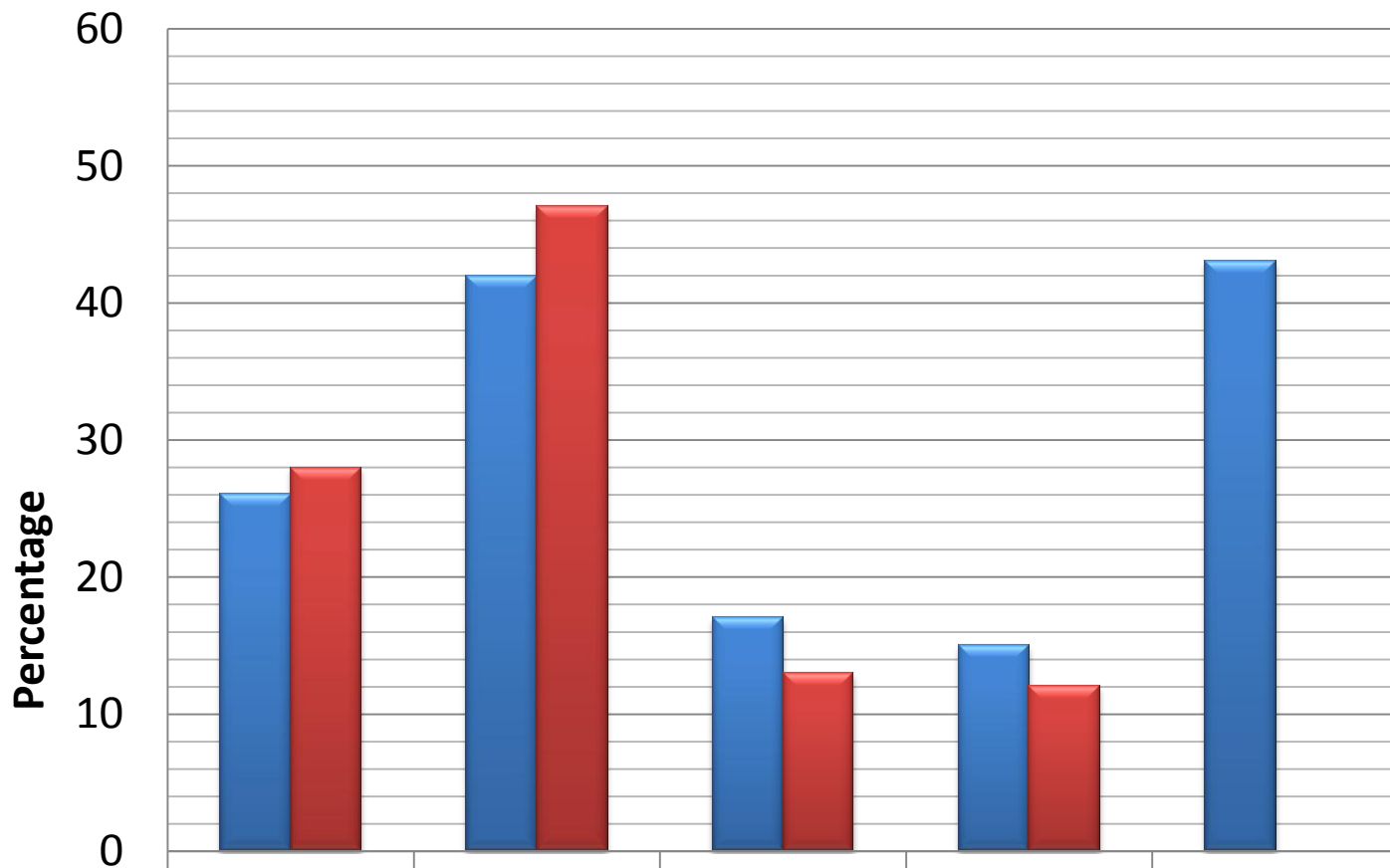
- **I plan to have the students revise a proof or two.**
- **continue analysis of writing samples**
- **several more progress conferences**
- **I will spend more time on critical reading capacities; it seems that not all students have the ability to understand complex texts, which is the first step for writing a research paper.**
- **More revision**
- **the next time I teach this seminar will be a different topic and therefore totally different in material and exigencies.**
- **I think it works well as is.**
- **This semester's papers were much better than the previous semester's papers. In part, this improvement reflects better prepared students. One-half of the class had taken HIST 302 Fighting Words (our historical methods and theory class, set up from earlier assessment data); the previous semester none of my seminar students had taken 302. In class this semester, I review each class the key skills components each class--presenting an evaluating various historical interpretations, evaluating and synthesizing multiple primary sources. Although students indicated that they understood the concepts after initial classes, subsequent reviews made clear that they did not. Continuing to discuss and review the tasks seemed to help the students better grasp their work. I will change one of the step assignments. Instead of asking the students to evaluate one primary source, I will ask them to evaluate at least three and to synthesize the documents.**

Social Analysis

SA Designator

- Students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical and interpretive analysis.
- Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the social sciences.
- **N=427**
- **Enrollment =1,266**
- **Percentage assessed Spring 2009 = 33.7%**

Gen Ed (SA) Social Sciences Spring 09 n=427/1266 overall 33.7%



<p>■ Understanding of methods n=243 19%</p>	26	42	17	15	43
<p>■ Knowledge of concepts, models & issues n=427 34%</p>	28	47	13	12	0

SA Spring 2009

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses n=13	Assessment Tool
100%	Exam(s)
53.9%	Quiz(zes)
7.7%	Standardized/Departmental Tests
69.2%	Homework
38.5%	Project(s)
38.5%	Oral Presentation(s)
38.5%	Writing Sample(s)
0.0%	Portfolio
7.7%	Interview(s)
0.0%	Live Performance(s)
7.7%	Rubrics
20.1%	Other :In-class discussions, Class participation

6. What assignments and/or assessment activities did you feel were most effective in generating assessment data?

- Exams, projects, oral presentations, and in-class discussions were in aggregate the most effective in generating assessment data use to measure SA outcomes.
- Exams and written assignments
- Three exams during the semester and one cumulative final exam. Three assignments requiring reading and quiz assessment.
- Three exams during the semester and one cumulative final exam. Four additional reading and quiz assignments.
- exams and written work
- Exams, homework, oral presentations
- Two analytical critiques, exams, oral presentations
- group projects, exams, individual assignments
- exams, papers
- Exams...

Question 6 (Continued)

- **Classroom exams and successful completion of the final journal project in which students are expected to integrate information presented in class and the text with outside experiences.**
- **exams, quizzes and class participation. Homework assignments are graded but are primarily for students to synthesize & reflect on course material.**
- **Exams, quizzes, class participation.**

7. What adjustments will you make in order to better fulfill the requirements for the designator the next time you teach the course?

- **I plan to include more discussion of the use of graphs as ways to depict quantitative data.**
- **More data collection by having them observe current political events and report back in homework assignment**
- **I am not convinced that adjustments are in order to fulfill requirements for the designator. IN large measure, the students who did not meet the expectations did not commit to the work necessary for success. They failed to hand in written work, did not seriously approach the assigned readings, and did not turn out for the scheduled exams.**
- **more frequent quizzes on the readings Note: the one student in the "not meeting" category de facto dropped the course; did not turn in the first homework assignment or attend the class after the third week of the semester.**
- **I believe it works as it is.**
- **adjust reading assignment to better assess learning outcomes**
- **emphasize importance of learning outcomes**
- **I did not realize that part of SA was to focus on research methods....I do talk about observation, and discuss inter-rater reliability in relation to a particular study, but I don't address the other areas.**

Question 7 (Continued)

- **None.**
- **Include more interpretation of data in homework assignments. Students were assigned to read newspaper articles on current events related to the course; the only assessment was response to questions in class. I will make the assessment more formal: requiring written responses to assigned questions on the articles. Note: of the 10 students in the "not meeting" category, 4 de facto dropped the course; 3 more missed an excessive number of classes; 1 more attended but made no serious effort. No adjustments to the course could make these students fulfill the requirements for the designator. I consider that 2 students in this category attended & made some effort but nevertheless did not fulfill the designator requirements.**
- **Include more interpretation of data in homework assignments. These students do not need more formal evaluation of assigned articles on current events related to the course. Since the class is a combined honors & standard section, like the students in the standard section, they will be required to turn in written responses to assigned questions on the articles.**

Philosophical Inquiry

PI Designator

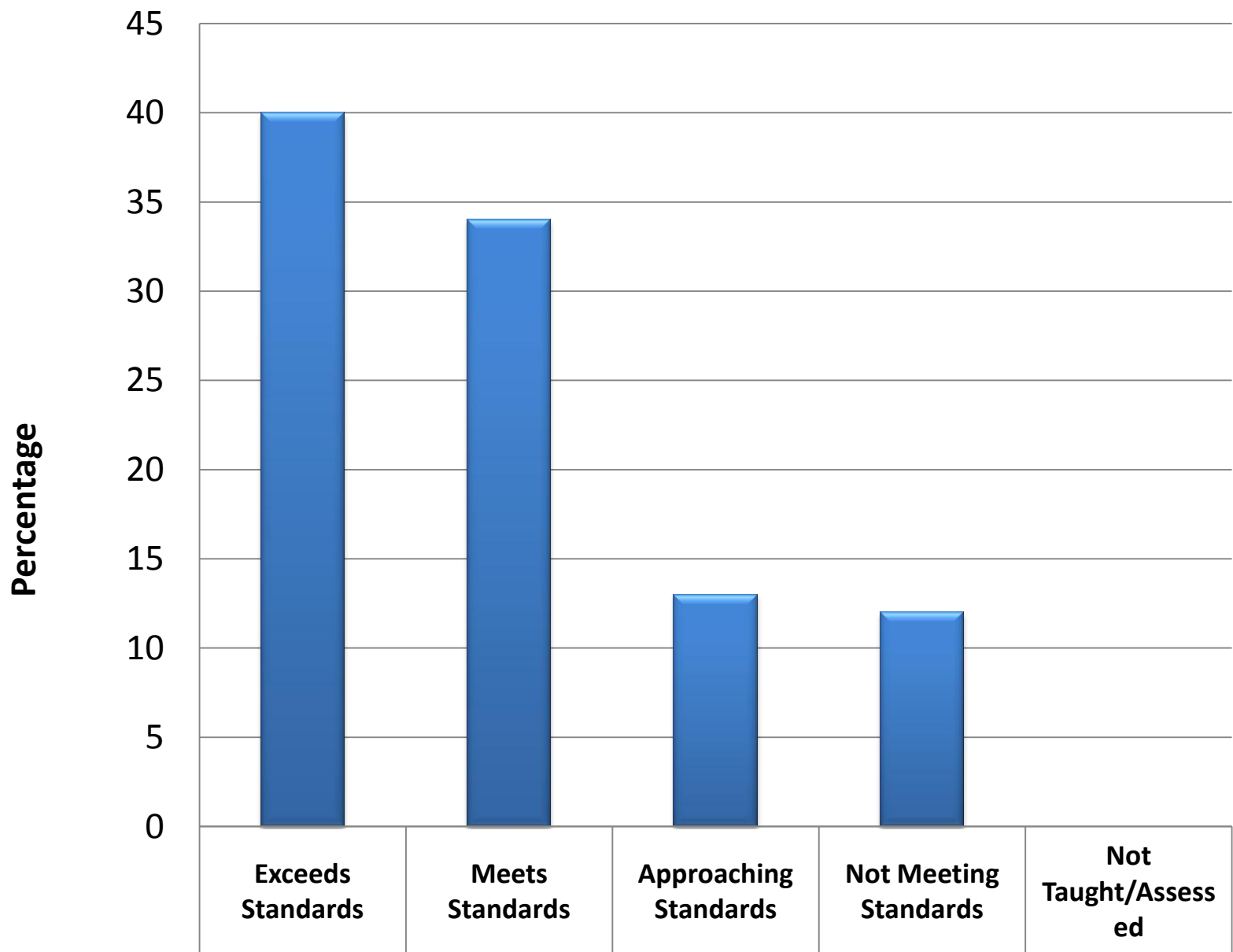
- Students will demonstrate: knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education Program.
- **N=269**
- **Enrollment =679**
- **Percentage assessed Spring 2009 = 39.6%**

Philosophical Inquiry

PI Designator (Proposed for Spring 2010)

- **Students will be able to reflect critically and systematically on the meaning and significance of human experience (ontological questions)**
- **Students will be able to reflect critically and systematically on the nature and meaning of knowledge (epistemological questions);**
- **Students will be able to reflect critically and systematically on moral and ethical values of contemporary significance (moral questions);**
- **Students will be able to reflect critically and systematically on the nature and meaning of concepts fundamental to a given subject matter (analytical questions).**

Gen Ed (PI) Philosophical Inquiry Spring 09 n=269/679 [40%]



■ Knowledge of conventions and methods

40	34	13	12	0
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PI Spring 2009

Assessment tool(s) used to assess the SUNY Learning Outcome(s):

Percent of Total Responses n=23	Assessment Tool
100%	Exam(s)
44.4%	Quiz(zes)
0.0%	Standardized/Departmental Tests
44.4%	Homework
11.1%	Project(s)
22.2%	Oral Presentation(s)
55.6%	Writing Sample(s)
17.4%	Portfolio
0.0%	Interview(s)
0.0%	Live Performance(s)
0.0%	Rubrics
44.4%	Other :Class participation, term paper

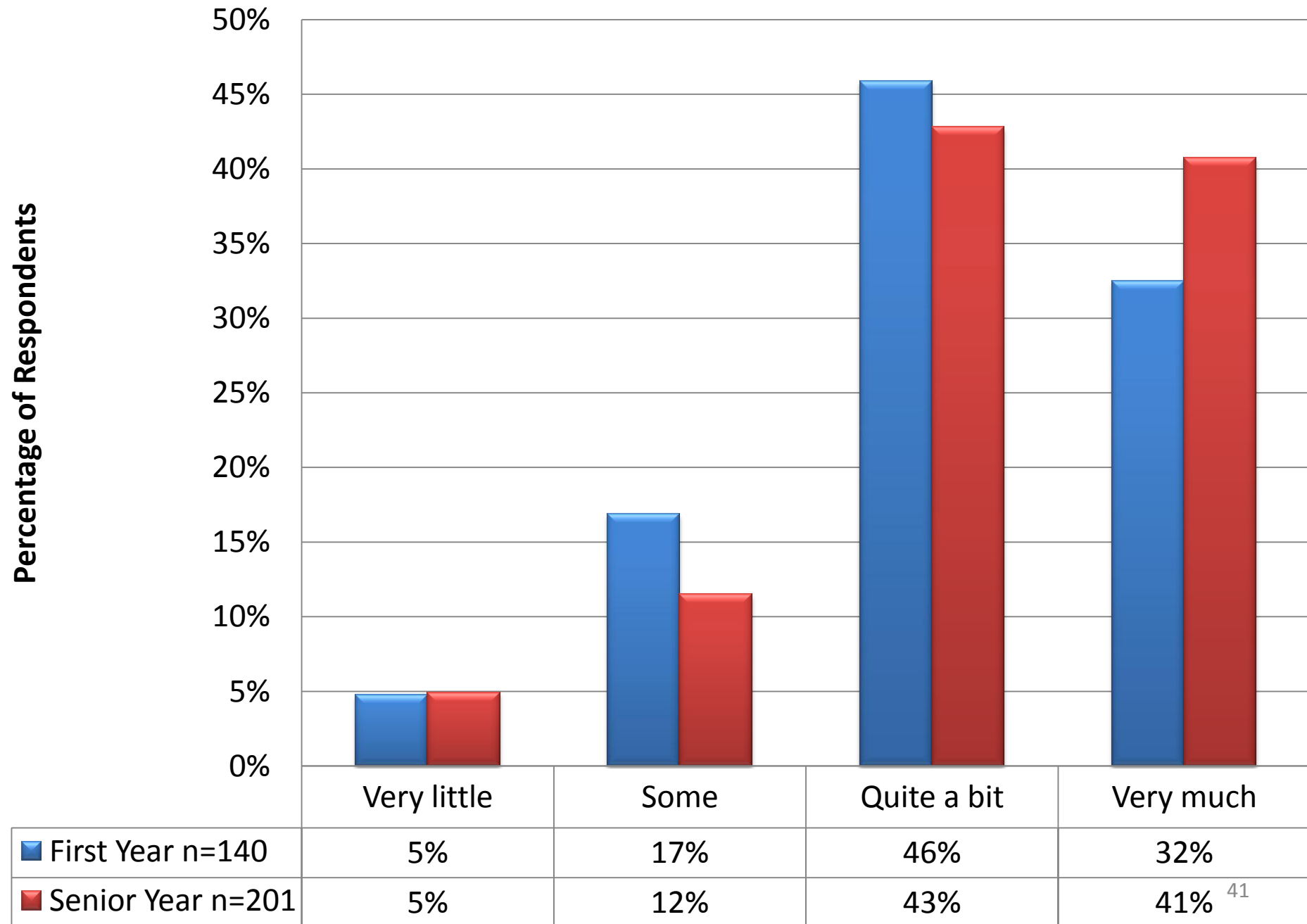
6. What assignments and/or assessment activities did you feel were most effective in generating assessment data?

- exams
- in PHIL 100: three related paper assignments, where the feedback on the first is supposed to serve as a guide to the student on the second, and the second as a guide to the third. in PHIL 454: weekly short papers
- The tests and the paper assignment all require the students to grasp complex argument about fundamental, and thus philosophical questions. Thus all of those assignments are very effective in generating relevant data.
- Papers and Quizzes
- The combination of all requirements were effective in generating data
- The combination of requirements generated effective data
- The combination of the course requirements were effective in generating data
- Exams
- exams

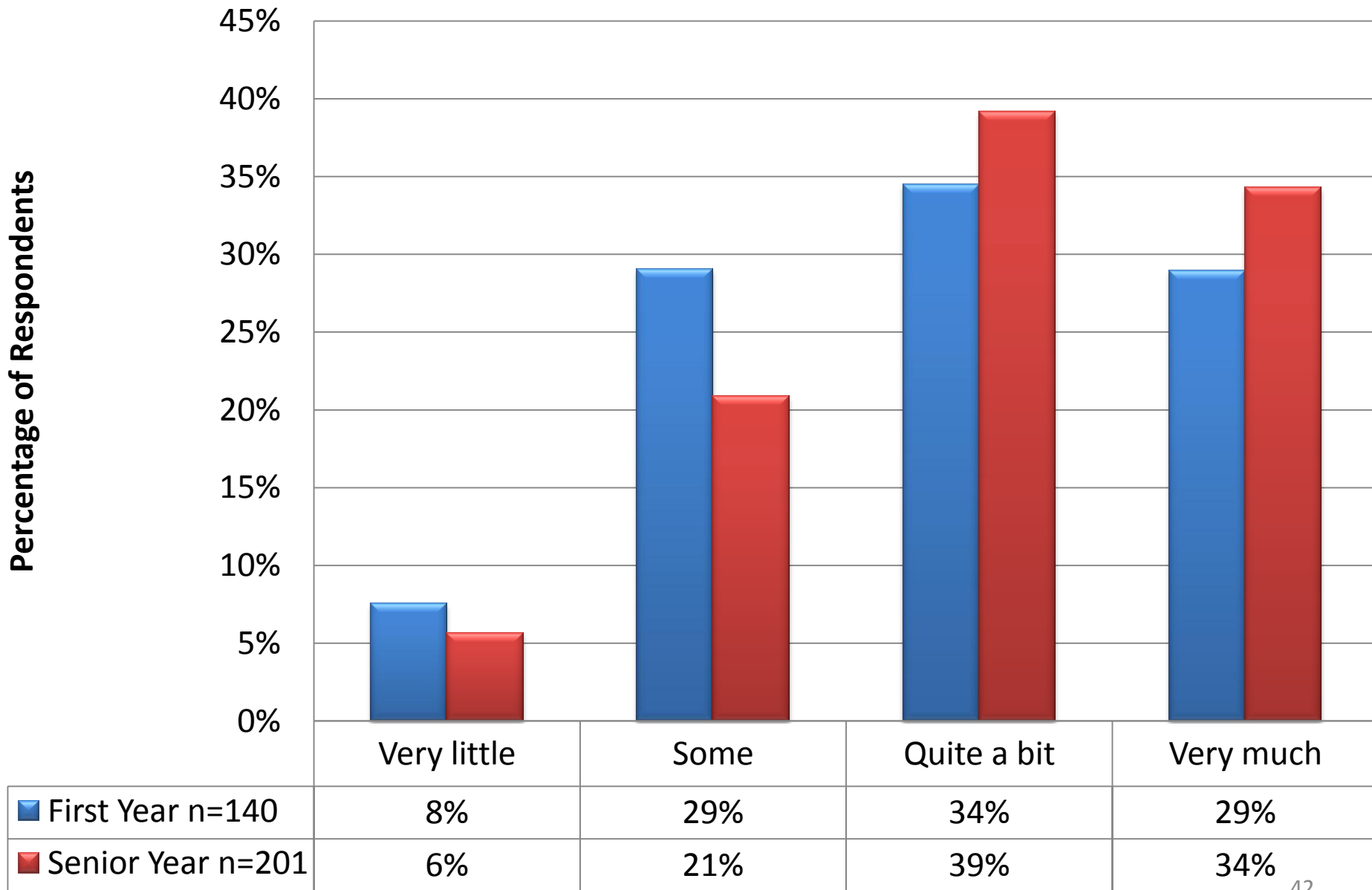
7. What adjustments will you make in order to better fulfill the requirements for the designator the next time you teach the course?

- I'm not sure yet (30 April). Any major changes will depend on the students' final work and final course grades. Minor changes, of course, are made on-goingly. Also, any responses to item 3, above, cannot be made until students' final course grades are computed.
- in PHIL 100: I plan to introduce weekly quizzes
- **None; the course works wonderfully. I suggest that perhaps "you" (somebody) revise the wording of question #3 on this assessment sheet, as it is mysterious at best, referring only to what the course does NOT do, in order to say what it does. How about using the actual criterion for PI, which is "Engage in critical and systematic reflection on the root nature of a subject in a way that explores the most basic questions about it"?**
- None
- none
- none

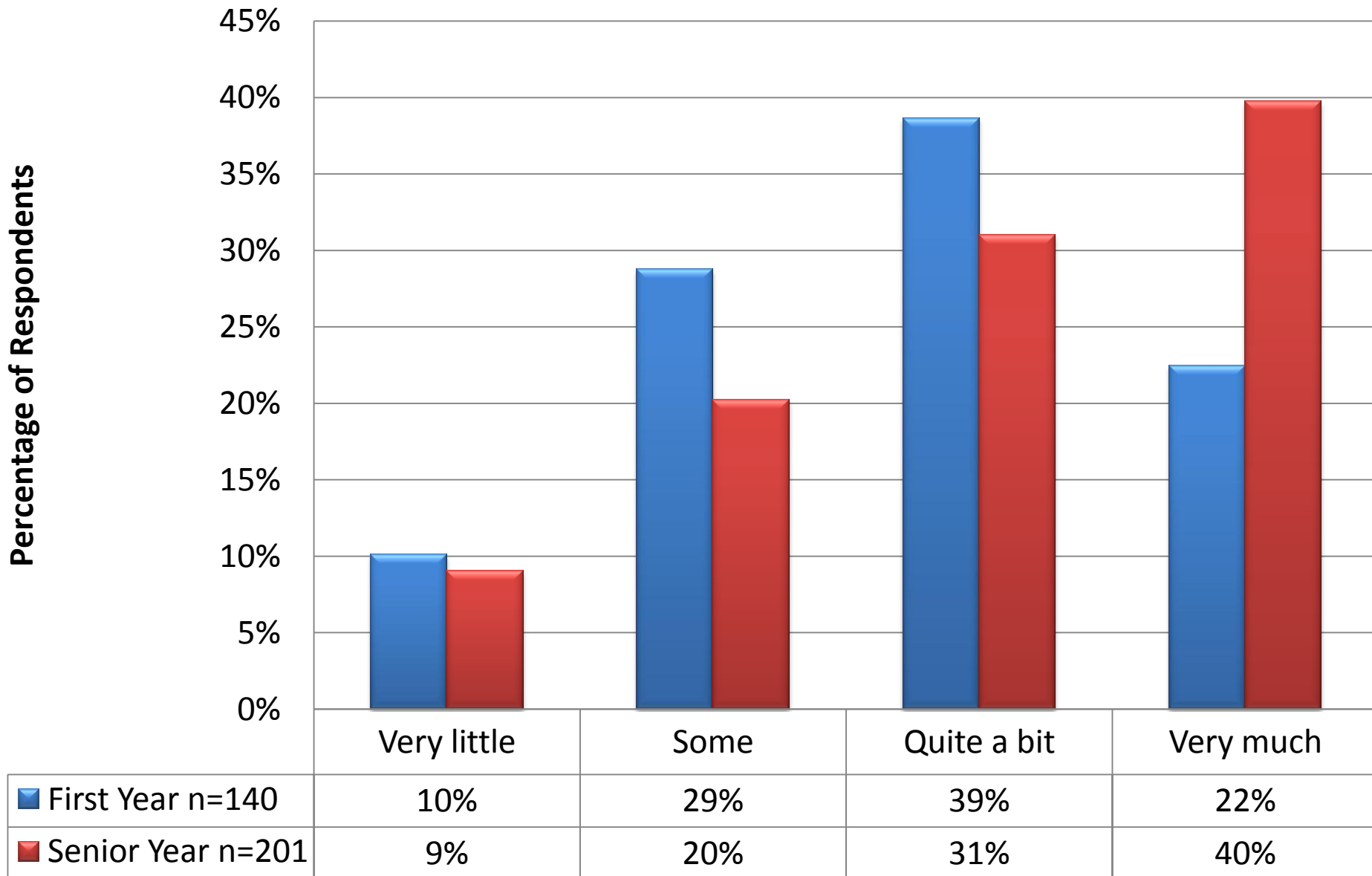
NSSE 2009 Gen Ed: Acquiring a broad general education



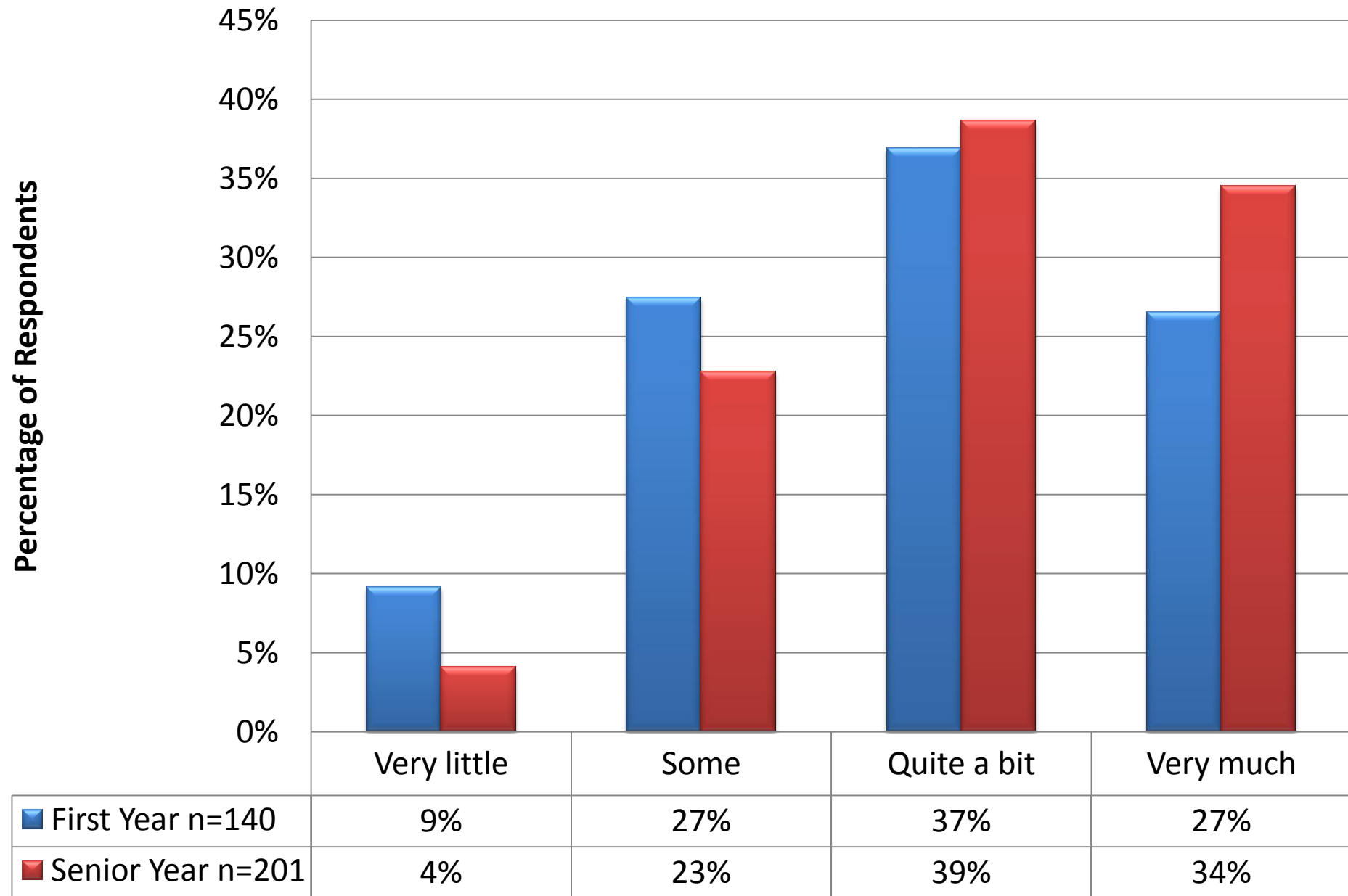
NSSE 2009 Gen Ed: Writing clearly and effectively



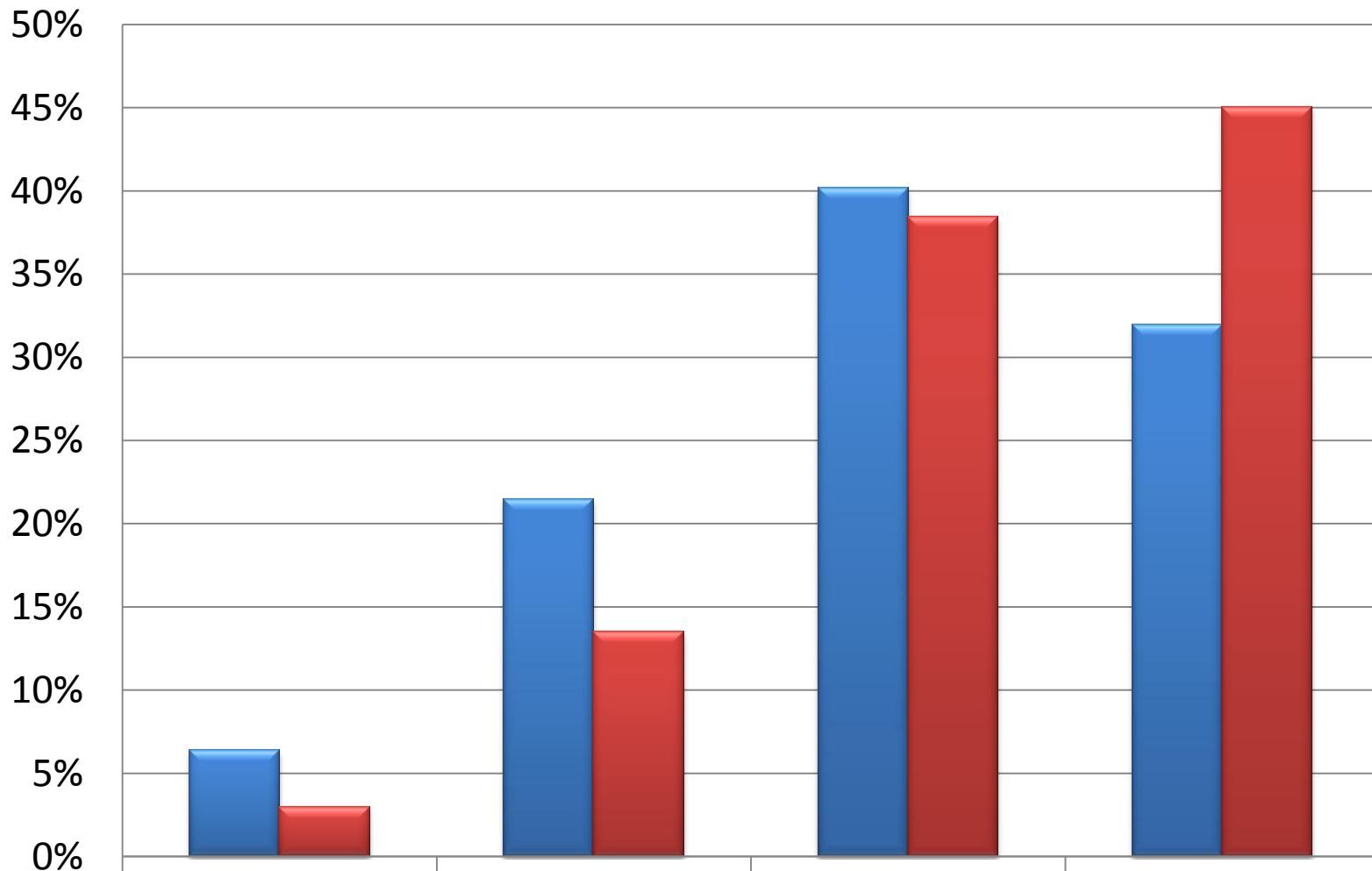
NSSE 2009 Gen Ed: Acquiring job or work-related knowledge and skills



NSSE 2009 Gen Ed: Speaking clearly and effectively



NSSE 2009 Gen Ed: Thinking critically and analytically

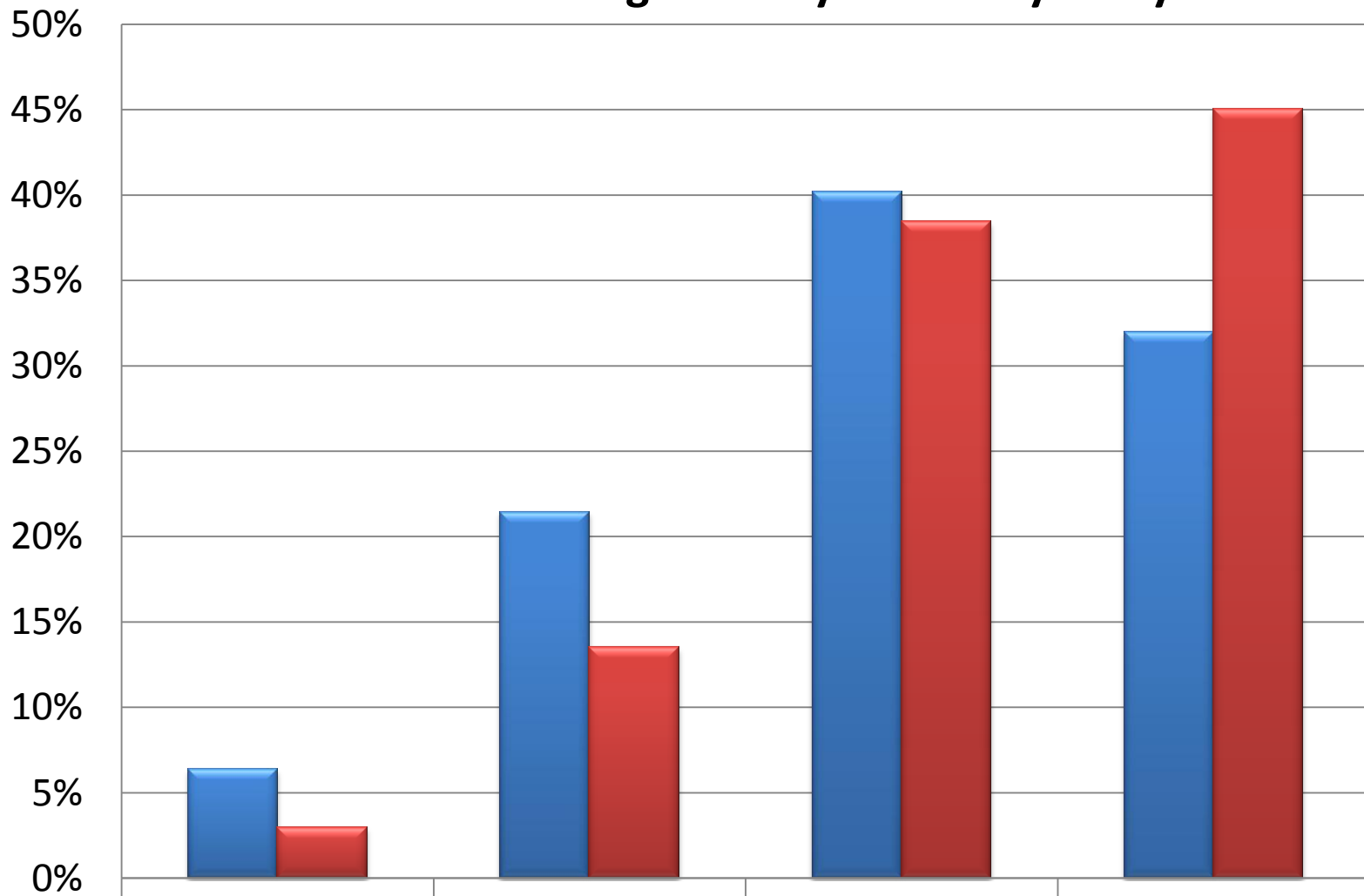


Percentage of Respondents

■ First Year n=140
■ Senior Year n=201

	Very little	Some	Quite a bit	Very much
First Year n=140	6%	21%	40%	32%
Senior Year n=201	3%	14%	38%	45%

NSSE 2009 GenEd: Thinking critically and analytically



Percentage of Respondents

■ First Year n=138
 ■ Senior Year n=201

Very little

Some

Quite a bit

Very much

6%

21%

40%

32%

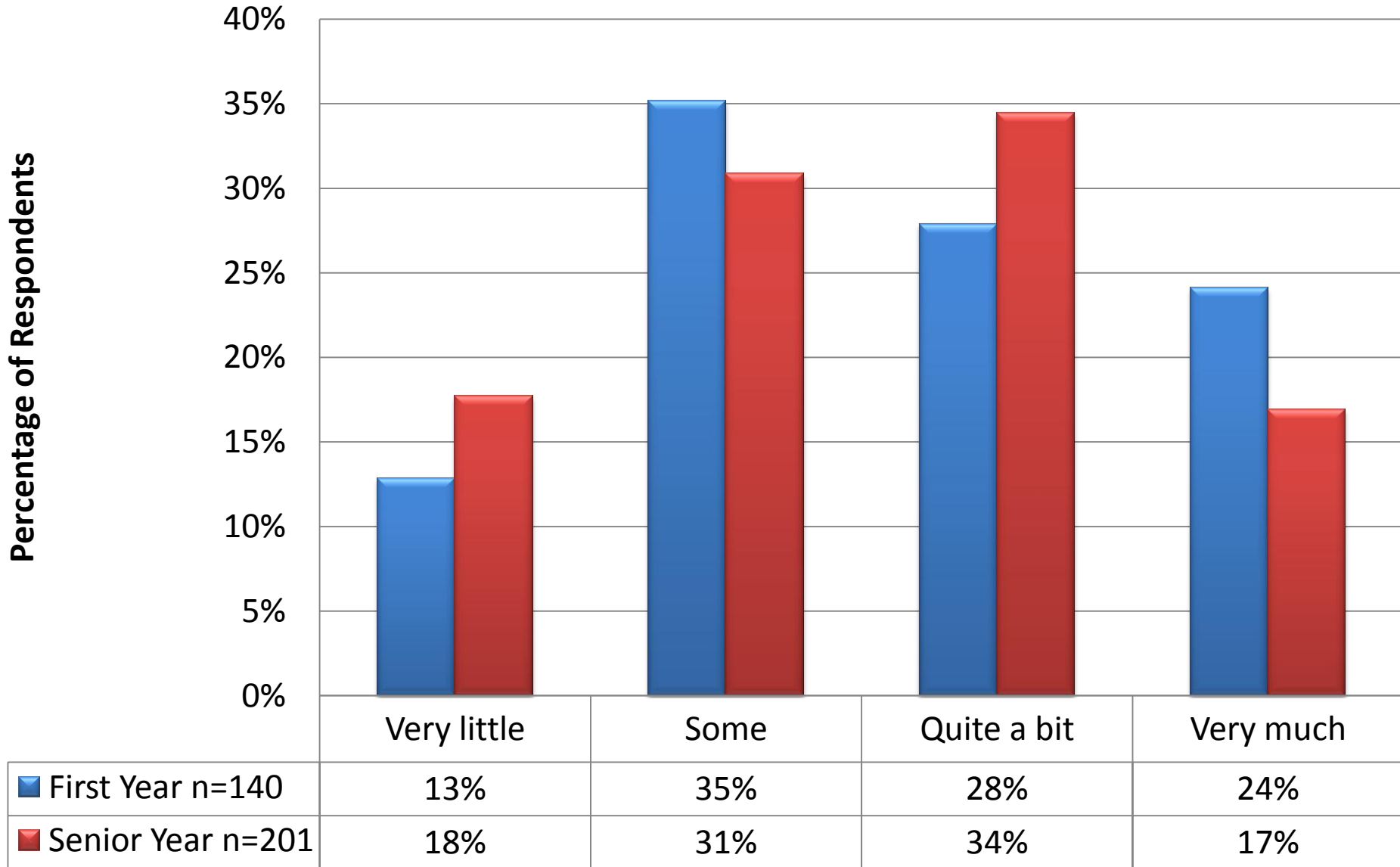
3%

14%

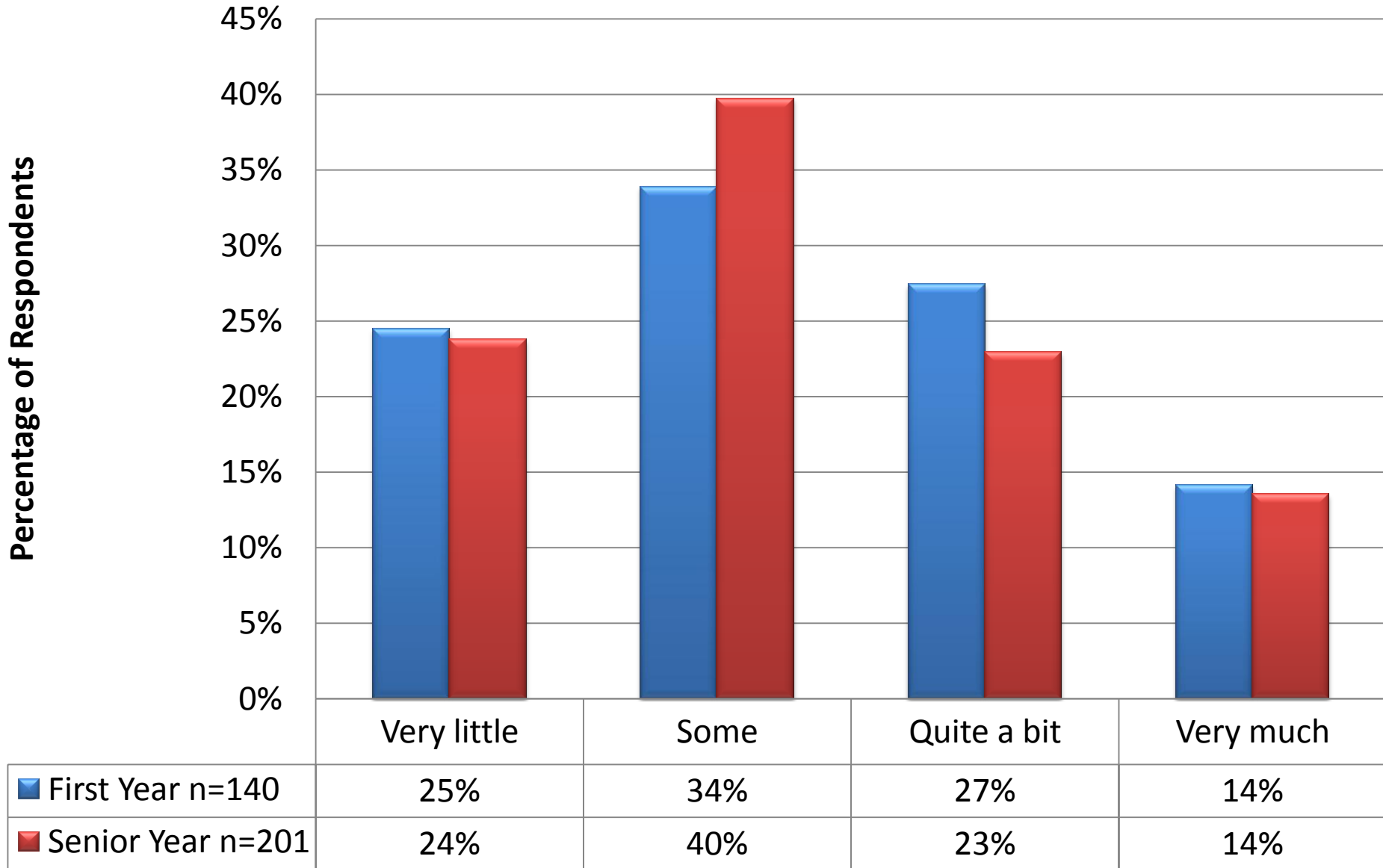
38%

45%

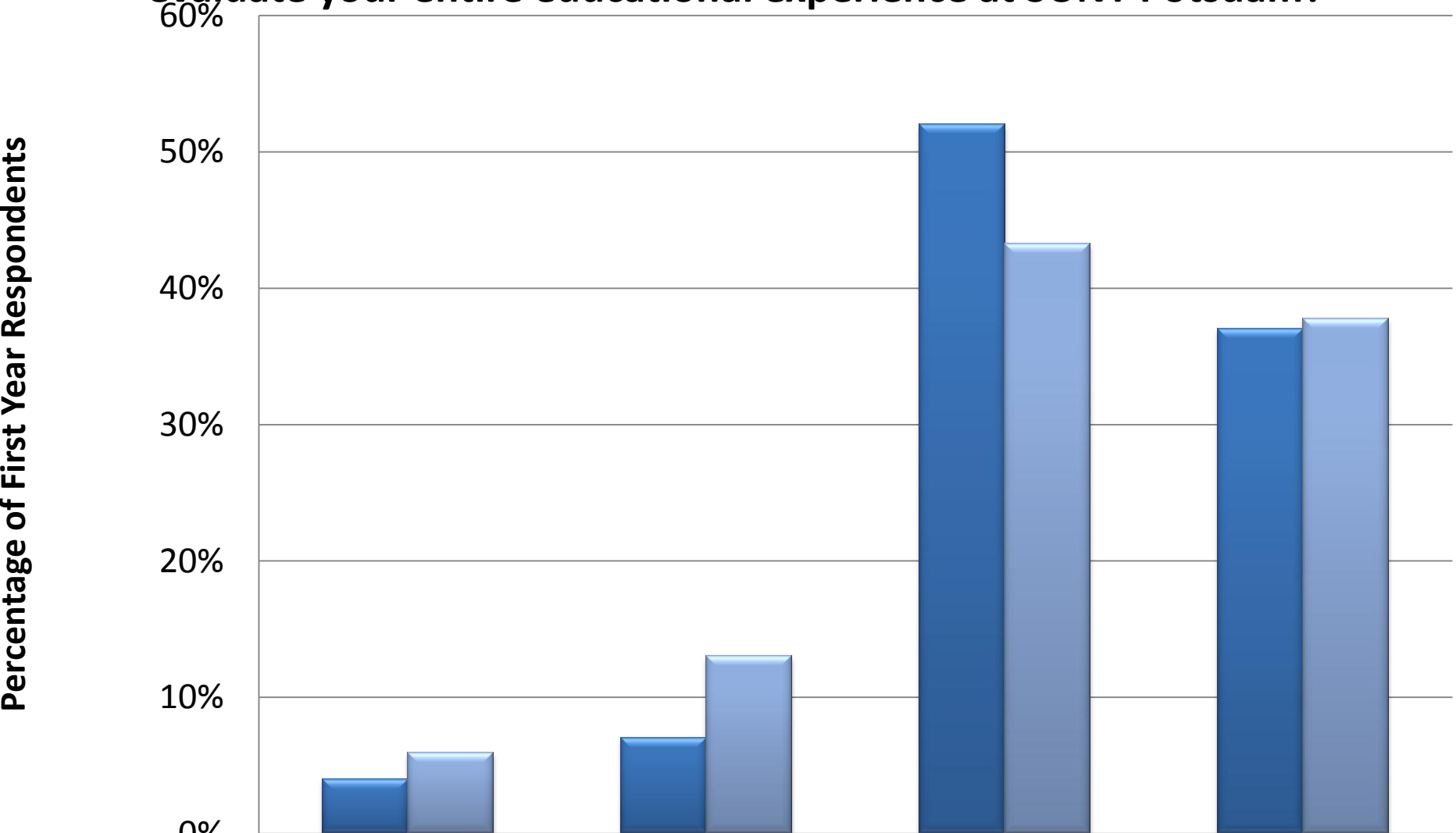
NSSE 2009 Gen Ed: Understanding people of other racial and ethnic backgrounds



NSSE 2009 Gen Ed: Contributing to the welfare of your community



NSSE 2008 & 2009: First Year Students - How would you evaluate your entire educational experience at SUNY Potsdam?



	Poor	Fair	Good	Excellent
■ 2008 n=208	4%	7%	52%	37%
■ 2009 n=140	6%	13%	43%	38%

NSSE 2008 & 2009 Senior Year: How would you evaluate your entire educational experience at this institution?

