

GER 10 World History and Global Awareness

Students will demonstrate:

- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

Method:

The assessment tool for courses addressing (GER 10) will be course embedded. For assessment key components of the stated objectives in (GER 10) will be incorporated into assigned research papers and/or examinations. All the students evaluated on the basis of a rating rubric by the instructor responsible for the course will have an additional faculty member in the discipline also evaluate the selected outcomes using the same standards.

Standards:

Exceeding: ≥ 3 - 4 points: Proficient knowledge that is well supported, inclusive of all major points and shows a higher level understanding of the content.

Meeting: ≥ 2 - < 3 points: Covers main information with sufficient supporting evidence to indicate knowledge of concepts.

Approaching: ≥ 1 - < 2 points: Partially correct or incomplete responses with weak or disassociated supporting evidence.

Not Meeting: 0 - < 1 points: Fails to show rudimentary understanding. May use terminology associated with topics, but is unable to generate text indicative of understanding.

Additional Parameters:

Instructors are responsible for entering their GER measures into Taskstream by the 4th week of fall semester and entering the findings for these measures into Taskstream by the end of the week following final grade submission. **In addition, instructors must supply at least 3 student artifacts (1 from each level of proficiency: exceeded, met, not met) as a sample and attach them in Taskstream.**

Instructors are responsible for submitting the Data Collection Report (below) to the GER coordinator by the end of the week following final grade submission.

Please complete this form for all GER learning objectives. Within each learning objective, please complete cells for the assessment tools you used, a description of the tool(s) used, the overall results for the SLO, and a reflection/use of the findings: and leave the others blank.

Learning Objectives: These are the two objectives for this General Education category.	Assessment tools: This list represents a variety of tools commonly used to assess this SLO. Please select the tool(s) you will be using for the GER assessment. Please highlight the tool(s) you are using, and add a brief description of the tool used (e.g., final exam essay #2) in the space to the right.	Results/Findings: Record the number and percentage of students achieving at the different levels for <u>each objective</u> (not each measure.) Percentages will be based the number of students who participated in the assessment only (e.g., if your course has 10 students enroll, but only 8 take the assessment, those 8 represent the denominator.)			Reflection/Use of Findings: Based on these results, briefly address what changes you plan for improving student learning.		
1. Students will:	# of students participating in assessment:	Exceeded		Met		Did not meet	
Demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and	Assignment Exam question(s) Oral presentation Project (group or individual) Quiz Research paper Other (Please specify):	N	%	N	%	N	%
2. Students will:	# of students participating in assessment:	Exceeded		Met		Did not meet	
Demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.	Assignment Exam question(s) Oral presentation Project (group or individual) Quiz Research paper Other (Please specify):	N	%	N	%	N	%

GER Assessment Policies

Faculty and students will periodically be required to engage in assessment activities to ensure that the General Education learning outcomes are being met.

- GER student learning outcomes are assessed on a three year cycle through the courses designated as meeting that GER.
 - Any instructor (full-time or adjunct) teaching any course with a GER designator (online or face-to-face) may be called to participate in GER assessment activities.
 - A random sample of GER designated courses are selected by the Office of Institutional Effectiveness during the spring semester preceding the GER assessment year. If a faculty member is teaching two of the same course they have the option of choosing either section for assessment.
- **Protocol for creating a new course for GER approval:**
 - For a course to be accepted as a GER course, the GER assessment methodology must be attached to the course proposal as it moves forward to curriculum committee. GER mapping to course SLOs must be present in course proposal.
 - Additionally, indicate which course objective will be used to GER assessment.
 - Upon approval, the course objectives must be mapped to the GER the course is approved for
 - **Protocol for Methodology Revision**
 - Faculty who wish to revise their GER methodology must submit proposed methodology to the GER committee by the fifth week of the semester before their assessment cycle begins.
 - The GER committee will review and provide feedback for revision, and if necessary request a meeting with the GER coordinator. They will provide feedback within six weeks.
 - Resubmission of the revised methodology must occur by the last day of the semester prior to the assessment cycle the methodology will be used in.
 - If the methodology does not comply with the needs of the campus and SUNY standards, the previous methodology will be employed for the assessment cycle.

