GER 3: Diversity, Equity, Inclusion, and Social Justice

Students will

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;

- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and

- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

Method:

A random selection will be chosen by the Director of Assessment by the end of the semester prior to the semester in which assessment is needed. A minimum 100% sampling rate will be used.

Instructors will develop and assign one of the following:

1. An essay question which allows students to demonstrate proficiency in all course objectives

OR

2. A short answer exam with separate questions, each of which will be designed to gauge the students' proficiency in a single course objective.

Note: multiple choice questions banks cannot be used to measure student proficiency for these GER outcomes

Faculty will collect student artifacts, assess student proficiency utilizing the rubric (included below).

Results will be entered on Taskstream.

For each measure and corresponding finding reported, please indicate the measure and finding is intended for GER 3 assessment data.

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Data Collection Report

Instructor & Class_____

You are being asked to complete this form because you are teaching a course that fulfills SUNY Canton's General Education requirement under the category of The Arts. In order to fulfill that requirement, students are expected to meet specific student learning objectives. This form provides a method for documenting student achievement of these learning objectives.

Instructions

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.*

Please add any comments or suggestions about the form or the general education assessment process at the end of this form.

In addition to completing this form, please include these findings in your course Taskstream workspace, including your assignment guidelines, the rubric used for assessment of student work, as well as at least one student artifact for each level of proficiency (exceeds, meets, does not meet). Be sure to omit all identifying information to maintain student confidentiality.

Thank you!

If you have any questions about how to complete the form or need any clarification of learning objectives or about the General Education assessment process please contact our Director of Academic Assessment, jonesk@canton.edu. Additional information about General Education assessment at SUNY Canton can be found at http://www.canton.edu/provost/assessment/ger.htm

This form is due to the Director of Academic Assessment no later than one week after fall final grade submission.

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Learning Objectives:	Assessment tools:	Results/Findings:		Reflection/Use of Findings:
Below is the SUNY criterion for GER 3: Diversity, Equity, Inclusion, and Social Justice. Faculty members are expected to record student proficiency in the first criteria.	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.	Record the number and percentage of students achieving at the different levels for each objective (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.)		**Based on these results, briefly address what changes you plan for improving student learning.**
1. Students will:	# of students participating in assessment:	**Met** N__ %__	**Not Met** N__ %__	**Please include planned changes to curriculum, teaching and assessment methods, and/or support services**
• describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;	Assignment Exam question(s) Oral presentation Project (group or individual) Quiz (written assignments only for this GER) Research paper Student Artifact Student Portfolio Other (Please specify):	**Description of tool(s):**		

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2. *Students will:*	# of students participating in assessment:	Met N___ %___	Not Met N___ %___	**Please include planned changes to curriculum, teaching and assessment methods, and/or support services**
• **analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and**	Assignment			
	Exam question(s)	**Description of tool(s):**		
	Oral presentation			
	Project (group or individual)			
	Quiz (written assignments only for this GER)			
	Research paper			
	Student Artifact			
	Student Portfolio			
	Other as approved (Please specify):			

3. *Students will:*	# of students participating in assessment:	Met N___ %___	Not Met N___ %___	**Please include planned changes to curriculum, teaching and assessment methods, and/or support services**
• **apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.**	Assignment			
	Exam question(s)	**Description of tool(s):**		
	Oral presentation			
	Project (group or individual)			
	Quiz (written assignments only for this GER)			
	Research paper			
	Student Artifact			
	Student Portfolio			
	Other as approved (Please specify):			

SUNY GE DEISJ ASSESSMENT RUBRIC

Learning Outcome	Beginning (1)	Emerging (2)	Proficient (3)	Excelling (4)
Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.	Student describes some historical factors and how they impact elements of their identity such as race, or class, or gender.	Student describes some aspects of historical or contemporary issues and how they influence race, class, or gender.	Student describes the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.	Student clearly articulates how key historical and contemporary factors shape the development of individual and group identity, and the relationship between race, class, gender, and other elements of identity (intersectionality).
Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.	Student defines power, privilege, oppression, or opportunity.	Student identifies social structures and how they influence some aspects of power dynamic such as power, privilege, oppression, or opportunity.	Student analyzes the role that social structures play in the creation of power dynamics, including power, privilege, oppression, and opportunity.	Student uses evidence-based logical argumentation to critically analyze manifestations of power dynamics in social structures, and the interplay of variables such as power, privilege, oppression, and opportunity.
Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.	Student describes the principles of rights, access, equity, or autonomous participation.	Student describes the principles of rights, access, equity, or autonomous participation and recognizes how some of these issues connect to social justice action.	Student applies the principles of rights, access, equity, and autonomous participation to a past, current, or future social justice topic.	Student applies the principles of rights, access, equity, and autonomous participation to a past, current, or future social justice topic in a field of study.

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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.

- o GER student learning outcomes are assessed on a three-year cycle through the courses designated as meeting that GER.
- o 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.
- o 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:**
  - o 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.

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- o Additional, indicate which course objective will be used to GER assessment.
- o Upon approval, the course objectives must be mapped to the GER the course is approved for

- **Protocol for Methodology Revision**
  - o 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.
  - o 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.
  - o 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.
  - o 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.

Additional Information

GER-Approved Courses at SUNY Canton: https://www.canton.edu/media/pdf/approved_courses.pdf