



ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION

SUMMARY REPORT

*Use this form to provide a summary report on campus-based assessment
of student learning outcomes in General Education*

GER 4

Name of Institution: SUNY Canton

Academic Year: 2016-2016

Program improvements made as a result of the previous assessment of General Education:

Since the last round of assessment there has been better coordination among faculty teaching GER 4 courses to discuss and interpret the assessment findings. As a result, we have one instructor who will adopt a new textbook as an experiment. As well, a number of faculty tweaked their syllabi to incorporate more on the global setting and to provide more in-depth coverage of social history topics of race, class and gender.

In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the General Education Assessment Review (GEAR) Group? If so, please comment on why the campus felt that it was necessary to make these changes and how these changes may have affected the reported results, if at all.

No deviations.

Major findings of this assessment:

Action to be taken in addressing these assessment findings:

This assessment indicates that our students (none of whom are history majors) are “exceeding” or “meeting” the first two standards for American history at rates of 80% or higher; those “exceeding” or “meeting” the last SLO is 69%. More students were seen as “exceeding” in this round of assessment, which is an improvement, yet if we aggregate those that “exceeded” and “met” all three SLOs the numbers from 2013 and 2015-2016 look virtually the same. The third SLO - “understanding of America’s evolving relationship in its relationship with the rest of the world’ – remains the most poorly represented, although it is still impressive to have non-majors score this well on such a challenging SLO. Nonetheless, work remains to bring this their SLO in line with the others including more room on the syllabus (and class time) to explain the global context and more discussion among faculty about what has worked and not worked for them.

<hr/>	
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

What has been learned that could be helpful to others as they conduct assessment of General Education:

To consider GER Assessment a process rather than a set of discrete snapshots. Also, it might be helpful to have some sort of spreadsheet that identifies the assessment cycles (and various levels of assessments – not just GER) in advance so Curriculum Coordinators / Chairs could consult them at regular intervals.



Chief Academic Officer: _____

Date: _____