GER 5   Western Civilization

Students will demonstrate:

●Knowledge of the development of the distinctive features of the history,
institutions, economy, society, culture, etc., of Western Civilization.

●Relate the development of Western Civilization to that of other regions of the
world.

Method:

The assessment tool for Western Civilization (HIST 101, HIST 102) will be course embedded. A comprehensive question in the final exam will reflect the two student outcomes listed for (GER 5). All students present at the final exam will be evaluated by the individual instructor utilizing a rubric indicating exceeding meeting, approaching, and not meeting general education outcomes. An additional history faculty member will 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.

Sample question(s):

Discuss and analyze the interplay of events, institutions, ideas and personalities that produced modern Europe, and the West of the twenty-first century. You should define "modernity" and your analysis among other things should include: the Scientific Revolution, the Enlightenment, the French Revolution, Industrial Revolution, Capitalism, Imperialism, Ideologies (conservatism, liberalism, nationalism, socialism, fascism) and the Arts and Sciences. Relate the developments in Europe and the West to those of other regions of the world. Give specific examples.

The Greek/Roman civilizations, Byzantium, Christianity, Islamic civilization and the Germanic peoples represent important elements in the development of Western Civilization, and more specifically, in the synthesis of Medieval culture. Discuss what each of these elements has contributed and why each is important in the development of Western Civilization (within the chronological scope of this course). Relate the development of Western Civilizations to that of other regions of the world. Give specific examples.

General Education Assessment – Other World Civilizations
Fall 2015

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:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:
These are the two objectives for this General Education category.	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 <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.)						Based on these results, briefly address what changes you plan for improving student learning.
1. Students will demonstrate:	**# of students participating in assessment:**	**Exceeded**		**Met**		**Did not meet**		
		N	**%**	**N**	**%**	**N**	**%**	
Knowledge of either a broad outline of world history								
	Assignment	**Description of tool(s):**						
	Exam question(s)							
	Oral presentation							
	Project (group or individual)							
	Quiz							
	Research paper							
	Other (Please specify):							
2. Students will demonstrate:	**# of students participating in assessment:**	**Exceeded**		**Met**		**Did not meet**		
		N	**%**	**N**	**%**	**N**	**%**	
Relate the development of Western Civilization to that of other regions of the world.								
	Assignment	**Description of tool(s):**						
	Exam question(s)							
	Oral presentation							
	Project (group or individual)							
	Quiz							
	Research paper							
	Other (Please specify):							

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.

- **Timeline for GER Assessment:**
  - February (**Spring Semester**): Office of Institutional Effectiveness (OIE) notifies GER assessment coordinator of upcoming assessment and calls for methodology revisions (if any)
  - March 1: Methodology changes for upcoming assessment cycle must be submitted to GER Assessment Subgroup
  - Mid-April: OIE selects courses up for GER review the following fall and notifies faculty
  - 2nd week of classes (**Fall Semester**): OIE reminds faculty (and notifies new faculty) of GER assessment requirements
  - End of 4th week of classes: Faculty must enter their assessment measures of GER course SLOs into Taskstream.
  - End of 5th week of classes: Faculty update GER coordinator on progress with measure entry in Task Stream.
  - 1 week after final grade submission: Faculty must enter findings to Taskstream measures and submit Data Collection Reports to GER coordinator along with student artifacts.
  - Friday before the first week of classes (**Spring Semester**): faculty will meet to discuss GER findings and strategic plan for improving student learning.
  - March 1: GER Summary Report and GER Campus Report due to GER Assessment Subcommittee for review and recommendations.
  - March 15: GER Assessment Subcommittee presents reports and recommendations to Academic Assessment Committee
  - April 1: Academic Assessment Committee presents reports to Deans' Cabinet for inclusion in budget (if applicable.)

- **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.
  - Additional, 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.

- 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.