

GER 7: Social Sciences

Students will demonstrate:

- describe major concepts and theories of at least one discipline in the social sciences; and
- demonstrate an understanding of the methods social scientists use to explore social phenomena.

Method:

The Director of Assessment selects a random 50% sample of GER 7 designated course sections to undergo assessment for the fall semester during which GER 7 is up for review (once every three years). Faculty are notified of their course selection during the previous spring semester to allow time for planning assessment activities.

Instructors are responsible for selecting at least one student artifact to assess and are responsible for scoring student works with respect to their proficiency in one or more of the GER 7 Student Learning Outcomes. So results are uniform, scoring will be completed using the rubrics included in this methodology below the report form.

Instructors are responsible for entering their chosen 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 2 student artifacts (1 from each level of proficiency: met, not met) as a sample and attach them in Taskstream. Three artifacts must be provided for the first three SUNY objectives:**

Instructors are responsible for submitting the Data Collection Report (below) to the GER 7 coordinator by the end of the week following final grade submission.

Once all assessment is completed by the GER 7 Coordinator, he/she must prepare a summary of the results to be given to the General Education Assessment Committee Chair.

Learning Objectives:	Assessment tools:	Results/Findings:		Reflection/Use of Findings:
Below are the two objectives for GER 7: Social Sciences. Faculty members are expected to record student proficiency in all areas	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.
<i>Students will demonstrate:</i>	# of students participating in assessment:	Met N__ %__	Not Met N__ %__	<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
describe major concepts and theories of at least one discipline in the social sciences; and	Assignment	Description of tool(s):		
	Exam question(s)			
	Oral presentation			
	Project (group or individual)			
	Quiz			
	Research paper			
	Student Artifact			
	Student Portfolio			
<i>Students will demonstrate:</i>	# of students participating in assessment:	Met N__ %__	Not Met N__ %__	<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
demonstrate an understanding of the methods social scientists use to explore social phenomena.	Assignment	Description of tool(s):		
	Exam question(s)			
	Oral presentation			
	Project (group or individual)			
	Quiz			
	Research Paper			
	Student Artifact			
	Student portfolio			
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.

- **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.

Additional Information

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