GER 7 Humanities

Students will demonstrate:

- Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

Method:

A random selection will be chosen by the Director of Institutional Research by the end of the semester prior to the semester in which assessment is needed. A minimum 50% 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.

OR

3. A set of exam questions which allows students to demonstrate proficiency in course objectives.

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 7 assessment data.

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 Kirk Jones, jonesk@canton.edu, ex 7719, or Wil Rivers riversw@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 Kirk Jones no later than one week after fall final grade submission.

Learning Objectives:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:
Below is the SUNY criterion for GER 7: Humanities. 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 <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**		<u>**Please include planned changes to curriculum, teaching and assessment methods, and/or support services**</u>
		Number	**%**	**N**	**%**	**N**	**%**	
Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.	Assignment							
	Exam question(s)	**Description of tool(s):**						
	Oral presentation							
	Project (group or individual)							
	Quiz							
	Research paper							
	Student Artifact							
	Student Portfolio							
	Other (Please specify):							

HUMANITIES ASSESSMENT RUBRIC

COURSE OBJECTIVE (input each course objective aligned to GER 7 from course in the spaces below. If you have not completed alignment in your course outlines, select at least one course objective which best encapsulates the GER 7 objective listed above).	Exceeds Standards	Meets Standards	Does Not Meet Standards
	1. Student performance exceeds requirements of course objectives	1. Student performance meets requirements of course objectives	1. Student performance does not meet requirements of course objectives
	1. Student performance exceeds requirements of course objectives	1. Student performance meets requirements of course objectives	1. Student performance does not meet requirements of course objectives
	1. Student performance exceeds requirements of course objectives	1. Student performance meets requirements of course objectives	1. Student performance does not meet requirements of course objectives
	1. Student performance exceeds requirements of course objectives	1. Student performance meets requirements of course objectives	1. Student performance does not meet requirements of course objectives
	1. Student performance exceeds requirements of course objectives	1. Student performance meets requirements of course objectives	1. Student performance does not meet requirements of course objectives

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.

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

- 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.