Hunter College Faculty Senate/Office of Assessment

*Template for CUNY Pathways/General Education Learning Outcomes Assessment Reports*

**Individual & Society Assessment, Fall 2020**

Prepared by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dept./Program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This report is designed for use with the Individual & Society rubric provided to you separately, and appended to this report template. This assessment is part of the 5-year plan developed by the Hunter Faculty Senate, to assess Hunter’s General Education outcomes, which are comprised of the CUNY Common Core outcomes, Institutional Learning Outcomes (ILOs), and Flexible Core outcomes, including those for Individual & Society. Please submit this report to the Director of Assessment by February 5th, 2021. If you have questions or need assistance, please contact Joel Bloom at joel.bloom@hunter.cuny.edu.

I. DirectAssessment of Learning Outcomes

* Please note that, while we ask you to show the course or program learning outcomes associated with the relevant General Education outcome, we are asking you to assess student learning with regard to the General Education outcomes, not the course or program outcomes.
* Please assess the General Education outcomes using the rubric provided.
* Please insert *the* ***numbers*** *of students falling into each performance level* in the following chart.

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| **Individual & Society****General Education Outcome** | **Course or Program Outcome(s) Associated with the Individual & Society Outcome** | **Course Name and Number** | **Sample Size** | **Number: Exceeds Expectations** | **Number: Meets Expectations** | **Number: Approaches Expectations** | **Number:** **Does Not Meet Expectations** |
| 1a. Identify the fundamental concepts and methods of a discipline exploring the relationship between the individual and society. |  |  |  |  |  |  |  |
| 1b. Apply the fundamental concepts and methods of a discipline exploring the relationship between the individual and society. |  |  |  |  |  |  |  |
| 2. Examine how an individual's place in society affects experiences, values, or choices. |  |  |  |  |  |  |  |
| 3. Articulate and assess ethical views and their underlying premises. |  |  |  |  |  |  |  |

II. Assessment Process: How did you go about assessing student learning?

*(Describe briefly the assessment methodology: section and sample selection, scoring process, and assessment design)*

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III. Conclusions: What did you discover about student learning?

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IV. Actions Taken: What actions did you take, or will you take, to respond to the data and conclusions?

What actions do you recommend be taken at the institutional level?

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**CUNY Pathways/General Education Assessment Individual & Society**

Hunter College Assessment Rubric Fall 2020

**Individual & Society Rubric instructions:** *(1)* *Please use a separate copy of the rubric for each student whose work you are assessing. (2) Highlight the box in each row of the rubric that best approximates the work of that student on the assignment being assessed (or in your class as a whole) with regard to the learning outcome listed on the left-hand column. (3) When you have completed your assessment, use the report template provided specifically for Individual and Society to show your aggregated results. (4) Please answer all questions on the report template about your results – what you have learned from them and how you will use them – as completely and as thoughtfully as you can.*

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| **CUNY Pathways Outcome: U.S. Experience in its Diversity** | *Choose the one box in each row below that best describes the level at which the student has demonstrated the described knowledge or skills through their work in the assignment or class.* |
| **Does Not Meet Expectations** | **Approaches Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| 1a. Identify the fundamental concepts and methods of a discipline exploring the relationship between the individual and society. | Little or no recognition or understanding of fundamental concepts and methods of the discipline. | Some limited recognition and understanding of fundamental concepts and methods of the discipline, but at an incomplete or simplistic level. | Clear understanding of fundamental concepts and methods, including some connection between or among concepts and methods. | Advanced understanding of concepts and methods, including sophisticated connection between concepts covered in the class and the methods used to analyze them. |
| 1b. Apply the fundamental concepts and methods of a discipline exploring the relationship between the individual and society. | Little or no application of the concepts and methods of the discipline to specific topics or problems in the discipline. | Some limited application of the concepts and methods of the discipline to specific topics or problems, but with significant errors, gaps, or misunderstandings.  | More advanced application of the concepts and methods of the discipline to specific topics or problems, with minor errors, gaps, or misunderstandings. | Advanced application of the concepts and methods of the discipline to specific topics or problems, with few or no errors, gaps, or misunderstandings, showing understanding at a more sophisticated level. |
| 2. Examine how an individual's place in society affects experiences, values, or choices. | Little or no examination of how an individual's place in society affects experiences, values, or choices. | Some limited examination of how an individual's place in society affects experiences, values, or choices, but showing only a simplistic or partial understanding, and with significant errors, gaps, or misunderstandings. | More advanced examination of how an individual's place in society affects experiences, values, or choices, with minor errors, gaps, or misunderstandings. | Advanced examination of how an individual's place in society affects experiences, values, or choices, with few or no errors, gaps, or misunderstandings, showing understanding at a more sophisticated level. |
| 3. Articulate and assess ethical views and their underlying premises. | Little or no articulation or assessment of ethical views or their underlying premises. | A simplistic or partial articulation and assessment of ethical views, or their underlying premises. | A fairly complete articulation and assessment of ethical views or their underlying premises, with minor errors, gaps or misunderstandings. | Advanced articulation and assessment of ethical views, or their underlying premises, showing understanding at a more sophisticated level. |

*Final – 5/14/20*