Hunter College Faculty Senate/Office of Assessment

*Template for CUNY Common Core/General Education Learning Outcomes Assessment Reports*

**United States Experience in its Diversity Assessment, Fall 2023**

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

This report is designed for use with the U.S. Experience in its Diversity 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 all of Hunter’s General Education outcomes, including those for U.S. Experience in its Diversity. Please submit this report to the Director of Assessment by January 31, 2024. If you have questions or need assistance, please contact Joel Bloom at [joel.bloom@hunter.cuny.edu](mailto: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 for at least 50 students, making sure to include results from all four rows of the rubric.
* Please insert *the* ***numbers*** *of students falling into each performance level* in the following chart.

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| **U.S. Experience in its Diversity**  **General Education Outcome** | **Course or Program Outcome(s) Associated with U.S. Experience in its Diversity 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 or interdisciplinary field exploring the U.S. experience in its diversity. |  |  |  |  |  |  |  |
| 1b. Apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity. |  |  |  |  |  |  |  |
| 2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |  |  |  |  |  |  |  |
| 3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |  |  |  |  |  |  |  |

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. Please attach test questions or assignment prompts to provide additional information about the application of the relevant concepts to the learning outcomes.)*

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

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IV. Closing the Loop: Actions to be 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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What actions recommended in the previous assessment cycle were implemented as planned? (While changes to your assessment process are important, we are looking especially for examples of substantive changes such as modifications to pedagogy and curriculum, faculty development or resource/staffing/budget requests.) *Please explain, including discussion of any obstacles you might have encountered.*

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If you have made curricular changes as a result of previous assessment results, were any of your assessments this year related to those modified areas? *If yes, how did they go?*

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**CUNY Pathways/General Education Assessment U.S. Experience in Its Diversity**

Hunter College Assessment Rubric Fall 2023

**U.S. Experience in its Diversity 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 U.S. Experience in Its Diversity 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 or interdisciplinary field exploring the U.S. experience in its diversity. | 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 or interdisciplinary field exploring the U.S. experience in its diversity. | Little or no application of the fundamental concepts and methods of the discipline to specific topics or problems. | Some limited application of the fundamental 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. Analyze and explain one or more major themes of U.S. history from more than one informed perspective. | Little or no analysis and explanation one or more major themes of U.S. history. | Some analysis and explanation of major themes of U.S. history, but from only one informed perspective, or from an uninformed, simplistic, or erroneous perspective, or with significant errors, gaps, or misunderstandings | More advanced analysis and explanation of one or more major themes of U.S. history from more than one informed perspective, with minor errors, gaps, or misunderstanding. | Advanced analysis and explanation of one or more major themes of U.S. history, from more than one informed perspective, with few or no errors, gaps, or misunderstandings, showing understanding at a more sophisticated level. |
| 3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. | Little or no evaluation of how indigenous populations, slavery, or immigration have shaped the development of the United States. | Some evaluation of how indigenous populations, slavery, or immigration have shaped the development of the United States, but with factual or interpretive flaws in the argument. | More advanced evaluation of how indigenous populations, slavery, or immigration have shaped the development of the United States, with a basic but appropriate argument. | Advanced evaluation of how indigenous populations, slavery, or immigration have shaped the development of the United States, with a sophisticated argument. |