

## APPENDIX III

# GER Assessment 2020/2021

---

GER and Academic Assessment and Evaluation Committees

## ELECTIVE OUTCOMES IN THE FLEXIBLE CORE

---

- Fall 2020
  - US Experience in its Diversity
  - Scientific World
  - Individual and Society
- Spring 2021
  - Creative Expression
  - World Cultures and Global Issues

## PARTICIPATION

Flexible Core Category	Sections Sampled	Sections Assessed	Students' Work Assessed
United States Experience in its Diversity	2	2	119
Scientific World	4	4	271
Individual and Society	7	7	391
Creative Expressions	5	4	150
World Cultures and Global Issues	4	3	81
Total	22	20	1,013

## U.S. EXPERIENCE IN ITS DIVERSITY

- 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- 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.

## U.S. EXPERIENCE IN ITS DIVERSITY

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	# of Students	# of Sections
1a. <u>Identify</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity.	2%	15%	56%	27%	83%	119	1
1b. <u>Analyze</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity.	3%	18%	50%	29%	78%	119	1
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	4%	46%	35%	14%	50%	119	1
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.	4%	46%	24%	25%	50%	119	1

## SCIENTIFIC WORLD

- 1. Identify (A) and apply (B) the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- 2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- 3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

## SCIENTIFIC WORLD

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num of Students	Num of Sections
2a. Identify the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.	2%	7%	80%	12%	92%	370	3
2b. Apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.	7%	8%	75%	14%	89%	271	3
2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.	2%	7%	81%	9%	92%	346	4
3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.	2%	10%	46%	32%	79%	95	2

## INDIVIDUAL AND SOCIETY

- 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- 2. Examine how an individual's place in society affects experiences, values, or choices.
- 3. Articulate and assess ethical views and their underlying premises.

## INDIVIDUAL AND SOCIETY

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline exploring the relationship between the individual and society.	6%	22%	53%	19%	82%	351	7
1b. Analyze the fundamental concepts and methods of a discipline exploring the relationship between the individual and society.	9%	20%	56%	15%	82%	351	7
2. Examine how an individual's place in society affects experiences, values, or choices.	4%	8%	56%	32%	89%	369	7
3. Articulate and assess ethical views and their underlying premises.	4%	4%	59%	33%	92%	335	7

## CREATIVE EXPRESSION

- 1. Identify (A) and apply (B) the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- 2. Analyze (A) how arts from diverse cultures of the past serve as a foundation for those of the present, and (B) describe the significance of works of art in the societies that created them.
- 3. Articulate how meaning is created in the arts or communications (A) and how experience is interpreted and conveyed (B).

## CREATIVE EXPRESSION

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression.	9%	29%	47%	15%	62%	150	4
1b. Apply the fundamental concepts and methods of a discipline or inter-disciplinary field exploring creative expression.	3%	25%	50%	22%	82%	66	3
2a. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present.	5%	22%	64%	10%	83%	149	3
2b. Describe the significance of works of art in the societies that created them.	6%	22%	57%	15%	77%	66	3
3a. Articulate how meaning is created in the arts or communications.	8%	17%	47%	28%	76%	66	3
3b. Articulate how experience is interpreted and conveyed in the arts or communications.	5%	9%	62%	24%	85%	149	4

## WORLD CULTURES AND GLOBAL ISSUES

- 1. Identify (A) and apply (B) the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- 2. Analyze culture, globalization, or global cultural diversity (A), and describe an event or process from more than one point of view (B).
- 3. Analyze the historical development of one or more non-U.S. societies.

## WORLD CULTURES AND GLOBAL ISSUES

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num. of Students	Num. of Sections
1a. <u>Identify</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.	0%	9%	55%	37%	92%	82	3
1b. <u>Apply</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.	2%	13%	52%	34%	85%	82	3
2a. <u>Analyze</u> culture, globalization, or global cultural diversity	2%	6%	72%	22%	92%	65	2
2b. <u>Describe</u> an event or process [related to culture, globalization, or global cultural diversity] from more than one point of view.	2%	10%	50%	38%	88%	82	3
3. <u>Analyze</u> the historical development of one or more non-U.S. societies.	2%	12%	52%	35%	87%	82	3

## RECOMMENDATIONS

- Add courses to the U.S. Experience in its Diversity category
- Discuss the meaning of specific outcomes for programs in the flexible core.
- Continue to foster a positive assessment culture at Hunter College by supporting assessment coordinators in programs and providing opportunities for assessment discussions around GE assessment.
- Utilize data, along with data from previous years, to strengthen the next cycle of GE assessment.

## APPENDIX V

### On Moving Forward on Modes of Instruction from the Pandemic Emergency- Draft Oct 21

Whereas, The Senate and the Senate Administrative Committee (SAC) has been gratified by the successful partnership with the Hunter and CUNY administrations in dealing with the uncertainties of the Covid virus and how it affects pedagogy, students, faculty, staff, and the broader Hunter College community;

Whereas, We have embraced the need for extraordinary measures and have temporarily ceded some Senate and faculty prerogatives to enable the Hunter College community to responsively address issues and needs as they have arisen in this period;

Whereas, One of the temporarily ceded prerogatives concerns the mode of delivery of instruction;

Whereas, This semester we have already started the move towards non-emergency operation and expect that to continue in subsequent semesters;

Whereas, Two anticipated changes are that

a) new course proposals may involve a course having more than one mode of instruction (or instructional modality), where if approved, that course could be taught in any of those modes in any semester (at the discretion of the department/program),

b) some departments/programs may want to start regularly offering online sections of courses that were originally conceived, approved, and offered under the in-person modality;

Whereas, The policy of the Senate in the past has been “that the responsibility for ensuring the content, curriculum, pedagogy, assessment, format, and delivery of all instruction rests with academic departments or equivalent units of the College. All changes in any of the above-mentioned areas must, as a rule, be approved by a departmental curriculum committee or equivalent body. If such changes are substantive, a curriculum proposal going through the established approval process is required” (Minutes of 4-21-2010, p.5413);

Whereas, In recent years and months the variety of modes of instruction in college instruction has greatly expanded and is still in the process of being developed and distinguished, and for some modes, adding a mode of instruction to a course is substantive and may affect the nature of a program; and

Whereas, The Senate curriculum committees are currently deliberating on their processes for adding modes of instruction to existing courses on the books and for approving new courses for more than one mode of instruction;

Resolved, That the Senate exercise its policy making responsibility on instruction starting this semester by allowing, while Senate processes are being developed, departments to maintain discretion, consistent with rules of NYSED and the decisions of CUNY and the BOT, on the modes of instruction utilized in its semesterly offerings for courses already on the books. After a year in which a Senate process is in place, departments and programs may only utilize a modality that has been approved by the relevant Senate curriculum committee for that course.