

# **SUNY Cortland General Education Category 4, United States History and Society Assessment Results, Spring 2016<sup>1</sup>**

## **Methodology**

### **Sampling**

In November 2015, class sections were randomly selected from the set of all GE 4 sections (section n = 25, students=792)<sup>2</sup>, until the selected sections had a total enrollment of at least 30% of all the sections (selected section n =6, students=241).

### **Recruitment, Administration, and Instrument**

Faculty teaching the selected sections were contacted in December 2015 and requested to participate in the assessment process during the Spring 2016 semester. Faculty were asked, using an assessment instrument of their determination, to rate the work of the students in their sections on the following scale – 2=Target, 1=Acceptable, or 0=Unacceptable – on each learning outcome in the GE 4 category (rubric in Appendix).

### **Sample Modifications**

During the assessment process, the originally selected sample (sections = 6, students = 241) was modified at the direction of the provost in the following way: three sections taught by adjuncts were removed from the set of selected sections.

## **Response**

Data from a total of 3 sections and 86 students was received from faculty and analyzed. This reflected 12% (=3/25) of the set of all GE4 sections from Banner described in the Sampling section and 11% (=86/792) of all students in these sections.

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<sup>1</sup> Updated 8/8/16.

<sup>2</sup> Using Banner job submission with cross-checks against the online catalog.

## Results

The results below in Table 1 and Figure 1 are based on responses received.

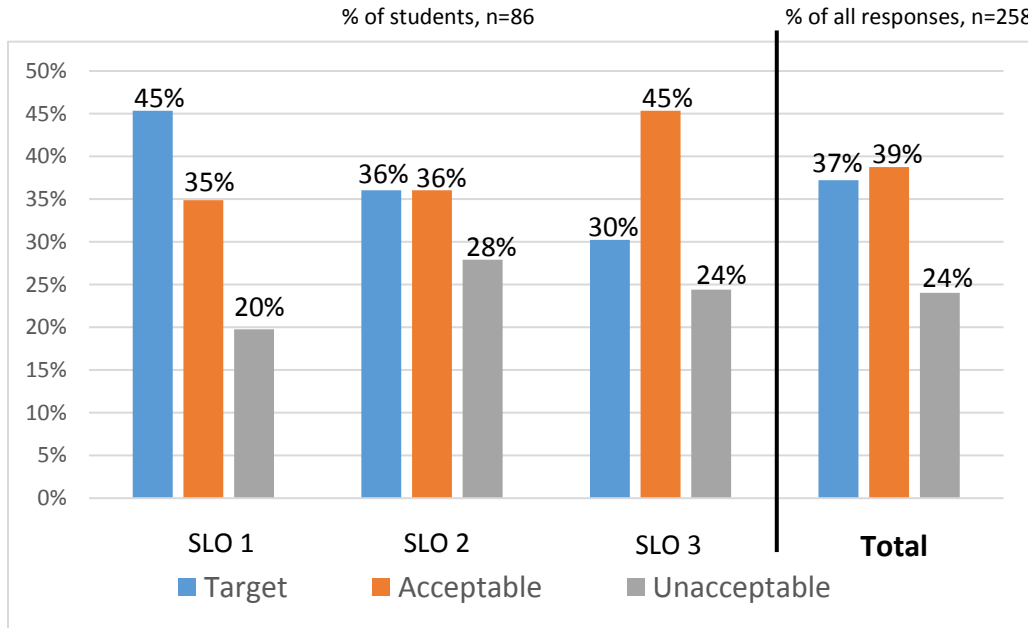
**Table 1. GE 4 Assessment Results, Spring 2016: Number and Percent of Students Receiving Scores of Target, Acceptable, or Unacceptable by Student Learning Outcome\***

Student Learning Outcome	Score Received	Number of Students	Percent of Total
<b>SLO1:</b> Knowledge of a basic narrative of American history such as: political, economic, social, and cultural, including knowledge of unity and diversity in American society.	Target	39	45%
	Acceptable	30	35%
	Unacceptable	17	20%
	<b>Total</b>	<b>86</b>	<b>100%</b>
<b>SLO2:</b> An understanding of state and mediating institutions in American society and how they have affected different groups including ethnic minorities and women.	Target	31	36%
	Acceptable	31	36%
	Unacceptable	24	28%
	<b>Total</b>	<b>86</b>	<b>100%</b>
<b>SLO3:</b> An understanding of America's evolving relationship with the rest of the world.	Target	26	30%
	Acceptable	39	45%
	Unacceptable	21	24%
	<b>Total</b>	<b>86</b>	<b>100%</b>
<b>All 3 SLOs Combined</b>	<b>Score Received</b>	<b>Number of Responses</b>	<b>Percent of Total</b>
	Target	96	37%
	Acceptable	100	39%
	Unacceptable	62	24%
	<b>Total</b>	<b>258</b>	<b>100%</b>

**\* Notes**

- Rubric in Appendix.
- As described in Response section, data is from a total of three GE 4 sections.
- In the case of one twenty-two student section, each student received a score for only one learning outcome because the instructor used an assessment in which students responded to an essay linked to only one outcome. The instructor said it could be argued that the two missing scores for each student could be treated as equal to the one score in fact assigned to the student. Thus, forty-four missing data points have been imputed by the researchers using this method. There appeared to be some student preference for the essays linked to SLO1 and SLO2, so fewer values related to these outcomes were imputed compared to SLO3. Further details and results with non-imputed data available upon request.
- Percentages rounded to nearest whole percent, sums may not equal exactly 100 due to rounding.

**Figure 1. GE 4 Assessment Results, Spring 2016. Percent of Students Receiving Scores of Target, Acceptable, or Unacceptable by Student Learning Outcome (from Table 1)\***



Knowledge of a basic narrative of American history such as: political, economic, social, and cultural, including knowledge of unity and diversity in American society.	An understanding of state and mediating institutions in American society and how they have affected different groups including ethnic minorities and women.	An understanding of America's evolving relationship with the rest of the world.	<b>All 3 SLOs Combined</b>
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It was not possible to compare the data in this round of assessment to that of previous years because the rubric and scale (scores) were different in the past.

## Appendix

### Rubric: General Education Category 4: American State and Society [REV'D/approved 11/30/15]

The goal of this category is to familiarize students with the history and nature of the American state and society by examining relationships within and among the elements of that state and society, including governing structures or policies, formal and informal institutions, and the public.



Elements	Target	Acceptable	Unacceptable
SLO 1: knowledge of a basic narrative of American history such as: political, economic, social, and cultural, including knowledge of unity and diversity in American society	Student conveys a thorough and detailed knowledge of the basic narrative of American political, economic, social and cultural history including issues related to unity and diversity in American society. Student makes explicit, even insightful, connections between concepts. (Students achieving "target" typically perform at the A or B level on graded work.)	Student conveys a general knowledge of the basic narrative of American political, economic, social and cultural history including issues related to unity and diversity in American society. Student makes implicit or basic connections between concepts. (Students achieving "acceptable" typically perform at the C level on graded work.)	Student conveys an inaccurate or incomplete knowledge of the basic narrative of American political, economic, social and cultural history including issues related to unity and diversity in American society. Student makes unclear or unwarranted connections between concepts. (Students achieving "unacceptable" typically perform at the D or E level on graded work.)
SLO 2: an understanding of state and mediating institutions in American society and how they have affected different groups including ethnic minorities and women	Student conveys a thorough and detailed understanding of state and mediating institutions in American society and offers explicit, even insightful, understanding of the ways those institutions have affected different groups. (Students achieving "target" typically perform at the A or B level on graded work.)	Student conveys a basic or general understanding of state and mediating institutions in American society and offers an implicit or basic understanding of the ways those institutions have affected different groups. (Students achieving "acceptable" typically perform at the C level on graded work.)	Student conveys an inaccurate or incomplete understanding of state and mediating institutions in American society and offers unclear or unwarranted claims about the ways those institutions have affected different groups. (Students achieving "unacceptable" typically perform at the D or E level on graded work.)

<p>SLO 3: an understanding of America's evolving relationship with the rest of the world</p>	<p>Student conveys a thorough and detailed understanding of America's evolving relationship with the rest of the world and offers explicit, even insightful, observations concerning that relationship. (Students achieving "target" typically perform at the A or B level on graded work.)</p>	<p>Student conveys a basic or general understanding of America's evolving relationship with the rest of the world and offers implicit or basic observations concerning that relationship. (Students achieving "acceptable" typically perform at the C level on graded work.)</p>	<p>Student conveys an inaccurate or incomplete understanding of America's evolving relationship with the rest of the world and offers unclear or unwarranted observations concerning that relationship. (Students achieving "unacceptable" typically perform at the D or E level on graded work.)</p>
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