

General Education Assessment Plan

SUNY Delhi

**Prepared by the Faculty of the
School of Liberal Arts and Sciences**

Revised Spring 2023



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SUNY DELHI GENERAL EDUCATION ASSESSMENT PLAN

OVERVIEW

History

In 2001, SUNY Delhi developed and implemented a strong University-overseen-and- approved plan for assessing student learning outcomes in 10 knowledge and skills areas that constituted the SUNY General Education (GE) requirement: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, the Arts, Foreign Language, and Basic Communication. In addition, two crucial competencies - critical thinking and information management, were infused throughout the General Education program and are also assessed.

SUNY Delhi's *General Education Assessment Plan* was revised by the Liberal Arts and Sciences (LA&S) faculty to adhere to the SUNY General Education Requirements proposed by the Provost's Advisory Task Force on General Education. It was approved by the College Senate in 2012, initially implemented for the 2012-2013 academic year, and continuously improved upon through the Spring 2023 semester. The central feature of the plan is the identification of campus-selected measures and criteria for assessing specific student learning outcomes for the ten knowledge and skills areas and the two competencies. In some areas, additional learning outcomes were adopted; these are consistent with the SUNY General Education outcomes.

In the Fall of 2021, the SUNY Board of Trustees passed Resolution 2021-48 establishing the new SUNY General Education Framework (SUNY GE). Among the changes in this resolution was an adjustment to the ten General Education categories:

- Communication – Written and Oral (Required)
- Diversity, Equity, Inclusion, and Social Justice (Required)
- Mathematics (and Quantitative Reasoning) (Required)
- Natural Science (and Scientific Reasoning) (Required)
- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement
- World History and Global Awareness
- World Languages

This resolution also addressed changes to the required general education credits needed for the different degree types on campus. To address these changes, academic programs revised their degree requirements and curriculum maps for most degrees during the Fall 2022 semester (A.A.S and A.O.S degrees were revised in the 23-24 academic year). All changes were approved by the programs and approved by the SUNY Delhi College Senate Curriculum Committee. In the Spring of 2023, the SUNY Delhi General Education Plan was revised to update outcomes and align with the new SUNY GE standards.

SUNY Delhi General Education Requirements

The General Education requirements vary depending on the degree and are in accordance with SUNY General Education requirements. The following information outlines the requirements for the various degree types at SUNY Delhi:

AA-, AS-, BA-, and BS-degree programs – For students beginning coursework in the Fall 2023 semester:

- At least 30 credits of SUNY GE completed during the first 60 credits of study:
- The four specifically required knowledge and skill areas:
 - Communication – Written and Oral
 - Diversity, Equity, Inclusion, and Social Justice
 - Mathematics (and Quantitative Reasoning)
 - Natural Sciences (and Scientific Reasoning)
- A minimum of three of the six knowledge and skill areas:
 - Humanities
 - Social Sciences
 - The Arts
 - US History and Civic Engagement
 - World History and Global Awareness
 - World Languages
- The two core competencies:
 - Critical Thinking and Reasoning – assessed within the Natural Sciences GE
 - Information Literacy – assessed within the Written Communication GE

BBA, BTech (and other possible future specialized baccalaureate degree programs – For students beginning coursework in the Fall 2023 semester:

- At least 30 credits of SUNY GE, with at least 20 credits completed during the first 60 credits of study;
- The four specifically required knowledge and skill areas to be completed during the first 60 credits:
 - Communication – Written and Oral
 - Diversity, Equity, Inclusion, and Social Justice
 - Mathematics (and Quantitative Reasoning)
 - Natural Sciences (and Scientific Reasoning)
- A minimum of three of the six knowledge and skill areas:
 - Humanities
 - Social Sciences
 - The Arts
 - US History and Civic Engagement
 - World History and Global Awareness
 - World Languages
- The two core competencies:
 - Critical Thinking and Reasoning - assessed within the Natural Sciences GE

- Information Literacy – assessed within the Written Communication GE

For AAS-degree programs – For students beginning coursework in the Fall 2024 semester:

- At least 20 credits of SUNY GE;
- A minimum of the four specifically required knowledge and skills areas;
 - Communication – Written and Oral
 - Diversity, Equity, Inclusion, and Social Justice
 - Mathematics (and Quantitative Reasoning)
 - Natural Sciences (and Scientific Reasoning)
- The two core competencies:
 - Critical Thinking and Reasoning - assessed within the Natural Sciences GE
 - Information Literacy – assessed within the Written Communication GE

For AOS-degree programs – For students beginning coursework in the Fall 2024 semester:

- A minimum of zero credits of SUNY GE;
- A minimum of the four specifically required SUNY GE knowledge and skills areas (freestanding or embedded in existing applied courses);
 - Communication – Written and Oral
 - Diversity, Equity, Inclusion, and Social Justice
 - Mathematics (and Quantitative Reasoning)
 - Natural Sciences (and Scientific Reasoning)
- The two core competencies (freestanding or embedded in existing applied courses).
 - Critical Thinking and Reasoning - assessed within the Natural Sciences GE
 - Information Literacy – assessed within the Written Communication GE

Process for the Approval of Courses Intended to Satisfy General Education Requirements:

Courses proposed for inclusion on the list of the College's General Education courses are to be submitted to the Dean of Liberal Arts and Sciences.

For Courses Offered Within the School of Liberal Arts and Sciences: A course within the School of Liberal Arts and Sciences (LA&S) must receive the approval of the appropriate faculty in the School of LA&S (faculty in the knowledge and skill area of the proposed general education area). Diversity, Equity & Inclusion proposals are approved by the DVRS committee, Math Proposals by the math faculty, Natural science by the science faculty, and all others by the Humanities & Social Science faculty.

The course proposal will then be brought to vote at a LA&S school meeting. Upon approval of the School of LA&S, the proposal is then brought to the SUNY Delhi Curriculum Committee and College Senate for approval. Once approved, the college reports these results to SUNY Administration via the SIRIS catalog function.

For Courses Offered Within Other Divisions: A course from outside the School of LA&S should be approved by the appropriate program faculty before it is referred to the School of LA&S for action consistent with the process described above. Once the appropriate approvals are received, the course will then be submitted by the faculty member who proposes acceptance of the course to the College Curriculum Committee for action.

Following approval by the School of Liberal Arts and Sciences, the appropriate forms will be submitted to SUNY Provost's office for reporting purposes.

Assessment Measures

Faculty who teach General Education courses design the assessment tools used to directly measure the General Education Student Learning Outcome (GE SLO) for the respective knowledge area of that course. For each knowledge/skill area, faculty have defined a level of student performance that is satisfactory to "meet" reasonable collegiate standards. Beyond this, faculty have established standards considered as "exceeding", "approaching" or "not meeting" their standards.

Faculty in all knowledge/skill areas collaboratively created scoring rubrics by which student performance is assessed. These scoring rubrics maximize the reliability of the assessment process.

In compliance with SUNY expectations, SUNY Delhi faculty assess GE SLOs using a representative sample of students taking a GE identified course in the knowledge or skill area.

GE SLOs are included on the course syllabi of courses that satisfy GE requirements along with corresponding assessment measures.

Persons Responsible and Data Reporting

Faculty who teach General Education courses administer the GE SLO assessments and report assessment results via the SUNY Delhi assessment data repository. For courses that have numerous instructors, a point person in this area may be designated in advance to collect data from the individual professors, and then enter the entirety of the results into the data repository.

The School of Liberal Arts and Sciences maintains the schedule for General Education assessment, and the Dean of Liberal Arts & Sciences notifies program directors of the GE competencies to be assessed each academic year. The entirety of the assessment efforts on campus are overseen by the Provost, along with any personnel that are either hired by the College to oversee assessment or have a mutually agreed upon appointment from the Provost to oversee assessment.

Assessment Cycle

Student learning outcomes are assessed over a four-year cycle and reported to the Dean of LA&S by The Assistant Vice President of Institutional Effectiveness. The four-year assessment cycle is posted on the LA&S Teams page as of June 2023. The schedule is as follows:

Year 1:

- 23OC – Oral Communication
- 23QR – Mathematics and Quantitative Reasoning
- 23HU - Humanities
- 23WG – World History and Global Awareness

Year 2:

- 23WC – Written Communications
- 23AR – The Arts
- 23UC – U.S. History and Civic Engagement
- 23IL – Information Literacy

Year 3:

- 23DV – Diversity: Equity, Inclusion, and Social Justice
- 23NS – Natural Science and Scientific Reasoning
- 23SS – Social Sciences
- 23WL – World Languages
- 23RE – Critical Thinking and Reasoning

Year 4:

- Review of the General Education assessment plan and process.

Analysis and Action Plan

The Provost, along with any personnel that are either hired by the College to oversee assessment or have a mutually agreed upon appointment from the Provost to oversee assessment, are responsible for assuring that the data is aggregated and shared with the entire faculty and staff at SUNY Delhi at the semi-annual Assessment Days. The Data will also be disaggregated by subject and course, and then reviewed specifically the faculty of the School of LA&S and other faculty teaching General Education Courses at the semi-annual Assessment Days. The faculty then discuss and analyze the aggregated data results to develop action plans, which are reported via the SUNY Delhi campus Reporting System.

In these plans, faculty can develop new curriculum, structures of assessment, or methods of instruction to promote higher levels of student learning. Action plans are carried out by the faculty in the subject area under the supervision of the program director and Dean of LA&S. Updates to action plans are reported at the semi-annual Assessment Days.

Communication

General Education assessment results are communicated to the campus community via the *Annual Report on Assessment and* at the annual Assessment Days.

WRITTEN COMMUNICATIONS (23WC)

SUNY Learning Outcomes:

Students will

- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and
- demonstrate the ability to revise and improve written communication.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include, but are not limited to, objective and written exam questions, paper assignments, multimedia projects, speeches, creative projects, and so on.

Assessment Criteria:

Faculty will record scores for each outcome using the faculty-designed rubrics. Sample scoring rubrics are included below.

Assessment Methodology:

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess both learning outcomes in one assignment or to divide them among more than one. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

We expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least once per year to discuss assessment data and develop a plan of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration.

Written Communications Rubrics/Tables

Student Learning Outcome	Exceeding	Meeting	Approaching	Not Meeting
SLO # 1: Students will research a topic, develop an argument, and organize supporting details.	Student constructs a guiding thesis that reflects original analysis and is supported by clearly organized, credible, and properly-cited evidence.	Student constructs a thesis that reflects analysis and is supported by credible evidence with citation.	Student constructs a thesis and provides some evidence though citation may be incorrect.	Students does not construct a thesis or provide evidence; student does not cite sources.
SLO #2: Students will demonstrate coherent college-level communication that informs, persuades, or otherwise engages with an audience.	Student develops style and content that suits a rhetorical style or purpose (inform, persuade, etc.) and demonstrates proficiency with grammar/syntax appropriate to the project.	Student develops content suited to rhetorical purpose and demonstrates awareness of grammar/syntax appropriate to the project.	Student develops content with some awareness of grammar/syntax.	Student does not understand rhetorical purposes and/or writing conventions.
SLO #3: Students will evaluate communication for substance, bias, and intended effect.	Student can rhetorically analyze a text in order to evaluate substance, bias, and intention.	Student can analyze a text in order to identify substance and bias or intention.	Student can identify substance of a text, but may have difficulty determining bias or intention	Student cannot identify substance, bias, or intent of a text.
SLO #4: Students will demonstrate the ability to revise and improve written communication.	Student can analyze, extrapolate, and apply feedback in order to improve written communication.	Student can apply feedback in order to improve written communication.	Student revises written communication but without clear application of feedback.	Student does not revise or improve written communication.

ORAL COMMUNICATION (23OC)

SUNY Learning Outcomes:

Students will

- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and
- demonstrate the ability to revise and improve oral communication.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments. These measurements may include, but are not limited to, oral or written exam questions, essay assignments, media projects, oral presentations, speeches, substantive group discussion, creative projects, exercises, and so on.

Assessment Criteria:

Faculty will record scores for each outcome using the faculty-designed rubrics. A sample scoring rubric is specified below.

Assessment Methodology:

All full-time English/Communications instructors and a random sample of 50% of adjunct instructors in English/Communications (as designated by the Dean of LA&S) will participate in the assessment process.

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess these outcomes in one assignment or to divide them among more than one. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet within 30 days of the end of the semester to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

We expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least twice a year to discuss assessment data and develop a plan of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration.

Oral Communication (OC) Outcome Rubric

Definition: *Oral communication* is a prepared, purposeful presentation, designed to increase knowledge, foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

SLO	Exceeding 4	Meeting 3	Approaching 2	Not meeting 1
research a topic, develop an argument, and organize supporting details	A topic is - well researched using designated resources and reputable evidence from an impressive variety of appropriate sources, specifically cited; - arranged for presentation in the form of a well-organized outline, advanced final draft of a speech script, or cogent talking points, assembled with exceptional logic.	A topic is - researched using designated resources and reputable evidence from a variety of appropriate sources, specifically cited; - arranged for presentation in the form of an outline, a final draft of a speech script, or talking points, assembled with logic.	A topic is - researched using some designated resources and evidence from sources that may not be appropriate or not specifically cited; - arranged for presentation in the form of an incomplete outline, a rough draft of a speech script, or disorganized talking points, assembled with little logic.	A topic is - not researched using designated resources without citations to appropriate sources; - not arranged for presentation in the form of an outline, a speech script, or talking points;

demonstrate coherent college-level communication that informs, persuades, or otherwise engages with an audience	A topic is orally presented • that applies all of the classic norms of effective persuasion to inform listeners: arrangement (organization), reason (evidence), storytelling (relevance), imagination (uniqueness), and memory; • with a delivery style intentionally and uniquely designed to engage an intended audience; • that purposefully includes elements of appropriate nonverbal and paralinguistic expression throughout.	A topic is orally presented • that applies most of the classic norms of effective persuasion to inform listeners: arrangement (organization), reason (evidence), storytelling (relevance), imagination (uniqueness), and memory; • with a delivery style intentionally designed to engage an intended audience; • that purposefully includes elements of appropriate nonverbal and paralinguistic expression.	A topic is orally presented • that attempts to apply some of the classic norms of persuasion that to inform listeners: arrangement (organization), reason (evidence), storytelling (relevance), imagination (uniqueness), and memory; • with a delivery style that lacks design for a specified audience; • that includes aspects of nonverbal and paralinguistic expression, however unintentional or inappropriate.	A topic is orally presented • but does not attempt to apply any of the classic norms of persuasion to inform listeners; • but not delivered; • that includes inappropriate nonverbal and paralinguistic expression, or none at all.
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evaluate communication for substance, bias, and intended effect	Evaluation of communication through effective listening • by identifying and practicing each of the five stages of effective listening (sensing, understanding, evaluating, remembering, and responding) that lead to a sharply focused, reasoned evaluation of communicative content; • by asking pertinent and probing questions which demonstrate a depth of engagement that is both substantive and contextual, and that explicitly address bias.	Evaluation of communication through effective listening • by identifying or practicing the five stages of effective listening (sensing, understanding, evaluating, remembering, and responding) that lead to a reasoned evaluation of communicative content; • by asking pertinent questions which demonstrate engagement that is both substantive and contextual, and that address bias.	Evaluation of communication through effective listening • by practicing the first two stages of effective listening (sensing, understanding), however only approaching the others (evaluating, remembering, responding) that lead to reasoned evaluation; • by asking questions which demonstrate some engagement or are not fully substantive or contextual, or do not address bias.	Evaluation is <u>not</u> apparent because • there is no evidence of effective listening; • questions have not been asked that demonstrate engagement.
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demonstrate the ability to revise and improve oral communication	Responds • <i>as a speaker</i> to feedback or questions <i>from the audience</i> by impressively engaging in detailed dialog with questioners about the topic and the presentation modality; • <i>as a listener</i> by providing feedback <i>to the speaker</i> by asking substantive questions about the topic and the presentation modality; • by presenting a revision that responds to all feedback thoroughly, and in a timely manner, that improves the original communication.	Responds • <i>as a speaker</i> to feedback or questions <i>from the audience</i> by engaging in dialog with a questioner about the topic or the presentation modality; • <i>as a listener</i> by providing feedback <i>to the speaker</i> by asking substantive questions about the topic or the presentation modality; • by presenting a revision that responds to feedback, in a timely manner, that improves the original communication.	Responds • <i>as a speaker</i> to feedback or questions <i>from the audience</i> by engaging in some dialog, but cuts off a questioner or goes off-topic; • <i>as a listener</i> by providing minimal feedback <i>to the speaker</i> by asking a question about the topic or the presentation modality; • by presenting a revision, but that does not improve the original communication feedback, or does so but not in a timely manner.	Does <u>not</u> respond • <i>as a speaker</i> to feedback or questions <i>from the audience</i> by engaging in any dialog about the topic or the presentation modality; • <i>as a listener</i> by providing any feedback <i>to the speaker</i> about the topic or the presentation modality; • by presenting any revision.
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DIVERSITY: EQUITY, INCLUSION, AND SOCIAL JUSTICE (DV23)

SUNY and SUNY Delhi Learning Outcomes:

Students will:

- Describe the historical and contemporary social factors that shape the development of individual and group identity involving race, class, and gender;
- Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include, but are not limited to, objective and written exam questions, paper assignments, multimedia projects, speeches, creative projects, etc.

Assessment Criteria:

Faculty will record scores for each outcome using the included faculty-designed rubric.

Assessment Methodology:

The DEISJ will be assessed every four years; all three learning outcomes will be assessed at this time. All full-time instructors of DEISJ- designated courses will participate in this assessment.

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess all three learning outcomes in one assignment or divide them among more than one. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment. Changes may be assessed outside of the four-year cycle if the action plan necessitates it. In addition, faculty will meet within 30 days of the end of the semester to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

Faculty in this GE area expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least twice a year to discuss assessment data and develop a plan of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration. The results of the process will be forwarded to the appropriate offices on campus.

DEISJ Outcome Rubric

Learning Outcome	Not Meeting	Approaching	Meeting	Exceeding
Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.	Student fails to describe aspects of historical or contemporary issues and how they influence race, class, or gender.	Student describes some aspects of historical or contemporary issues and how they influence race, class, or gender.	Student describes the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.	Student clearly articulates how key historical and contemporary factors shape the development of individual and group identity, and the relationship between race, class, gender, and other elements of identity (intersectionality).
Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity	Student fails to identify social structures and how they influence aspects of power dynamic such as power, privilege, oppression, or opportunity.	Student identifies social structures and how they influence some aspects of power dynamic such as power, privilege, oppression, or opportunity.	Student analyzes the role that social structures play in the creation of power dynamics, including power, privilege, oppression, and opportunity	Student uses evidence-based logical argumentation to critically analyze manifestations of power dynamics in social structures, and the interplay of variables such as power, privilege, oppression, and opportunity.
Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.	Student fails to describe the principles of rights, access, equity, or autonomous participation and fails to recognize how these issues connect to social justice action.	Student describes the principles of rights, access, equity, or autonomous participation and recognizes how some of these issues connect to social justice action.	Student applies the principles of rights, access, equity, and autonomous participation to a past, current, or future social justice topic.	Student applies the principles of rights, access, equity, and autonomous participation to a past, current, or future social justice topic in a field of study.

MATHEMATICS (AND QUANTITATIVE REASONING) (23MA)

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to:

- Interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, and schematics;
- Represent mathematical information symbolically, visually, numerically, or verbally as appropriate;
- Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;

Assessment Measures:

The above student learning outcomes will be assessed using student performance on exams and quizzes. For each exam/quiz for the course, one or more problems addressing each learning outcome will be included (if possible) for at least eight (goal of 10) questions for each outcome throughout the semester.

Assessment Criteria:

For each problem, it will be determined if the student has satisfied the outcome based on the subsequent tables that outline the criteria for which a student has either met or did not meet the learning outcome. There are three tables – one for each of the three learning outcomes that comprise the Mathematics GESLO. If the student satisfied the outcome on at least 90% of the questions they will be deemed “exceeding the standard.” Student performance levels will be further categorized as follows: “meeting the standard” between 70% and 89%, “approaching standard” between 60% and 69%, and “not meeting the standard” less than 60%.

Assessment Methodology:

The work of all students enrolled in sections taught by full-time faculty will be evaluated, unless this approach does not yield a sufficient sample size for a particular course. If the sample size is not large enough, work of students in sections taught by adjuncts will be included.

All courses (MATH 106, MATH 110, MATH 115, MATH 120, MATH 128, MATH 138, MATH 150) will be assessed in Year 1 of the assessment cycle. An action plan will be developed and implemented for the next three years, and all courses reassessed in year 1 of the next assessment cycle. This schedule will continue so that all Mathematics GE (General Education) courses are assessed every four years. All courses will be assessed in the Fall semester, except MATH 106 which will be assessed in the Spring.

Courses in the Calculus sequence are approved for general education credit for mathematics; however, they are not included in the sample because enrollment in these courses is low. Additionally, the mathematics faculty agreed that students who had met the standards to enroll in these courses would have met the standards for mathematics general education purposes.

Use of Results:

The goal of the math faculty is that 65% of the students will meet or exceed the standards. Trends in results will be tracked and aggregated data will be analyzed by the math department at one of the bi-annual assessment days. Action plans will be developed to promote higher levels of student learning and achievement. Action plans can consist of changes to curriculum, delivery of content, assessment measures or other items that promote student growth. Assessment of action plans will be completed outside of the scheduled assessment cycle. The faculty teaching these courses are responsible for implementing these action plans. The results of each year's assessment process will be distributed to appropriate offices on campus.

Mathematics Rubrics

Learning Outcome #1: Students will demonstrate mathematical skills and quantitative reasoning, including the ability to interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, and schematics.	
Level	Criteria
Satisfied	The student demonstrates the ability to interpret the variables, parameters, and/or other specific information given in the model. The interpretation may or may not contain minor flaws. The student uses the model to draw inferences about the situation being modeled in a manner that may or may not contain some minor flaw(s).
Not Satisfied	The student makes no appropriate attempt to interpret the variables, parameters, and/or other specific information given in the model due to major conceptual misunderstandings. The student attempts to use the model to make the required inference(s) and/or interpretation(s) but lacks a clear understanding of how to do so. The interpretation(s) and/or inference(s) are incomplete or inaccurate due to a major conceptual flaw. There is no response at all.

Learning Outcome #2: Students will demonstrate mathematical skills and quantitative reasoning, including the ability to represent mathematical information symbolically, visually, numerically or verbally as appropriate.	
Level	Criteria
Satisfied	The representation of the given information is correct and accurate or there is a misrepresentation of the information due to a minor computational/copying error. The student uses the correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled. The representation may be incomplete in some minor way. The student correctly and accurately employs most of the appropriate and required aspects of the representation to display the information. The representation may be lacking in a minor way such as a simple misreading of the problem or copying error or mislabeling.

Not Satisfied	The student does not fully understand the important aspects of mathematical information and employs the appropriate representation(s) to display the mathematical information with major conceptual flaws. The student shows some knowledge of how to employ most of the appropriate and required aspects of the representation to display the information. The representation is lacking in a major way. The representation(s) show some reasonable relation to the information but contains major flaws. The student uses some correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled, but the representation is incomplete in some major conceptual way.
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Learning Outcome #3: Students will demonstrate mathematical skills and quantitative reasoning, including the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.	
Level	Criteria
Satisfied	The student demonstrates full or some understanding of the problem and/or can identify the specific arithmetic, algebraic, geometric, or statistical method(s) needed to solve the problem. The student uses the method(s) to solve the problem. The plan for the solution is clear, logical, and evident but may be lacking in a minor way such as a simple misreading of the problem or copying error. The solution is correct or may contain a minor flaw(s).
Not Satisfied	The student demonstrates only a slight or no understanding of the problem. The student has difficulty identifying the specific arithmetic, algebraic, geometric, or statistical method(s) needed to solve the problem. The student attempts to use a method(s) that will solve the problem, but the method itself or the implementation of it, is generally incorrect. The plan is not evident or logical, or no attempt is made. The solution contains some correct aspects though there exists major conceptual flaw(s). The student's response does not address the question in any meaningful way. There is no response at all.

NATURAL SCIENCES (AND SCIENTIFIC REASONING) (23NS)

SUNY and SUNY Delhi Learning Outcomes:

Students will demonstrate scientific reasoning applied to the natural world including:

- understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- application of scientific data, concepts, and models in one of the natural sciences.

Assessment Measures:

The above student learning outcomes will be assessed using student performance on exams, laboratory assignments, projects, papers, and/or other relevant assignments that directly test student proficiency in the natural sciences. Faculty members identify the assignment or part of an assignment used to measure performance to determine if the learning outcome has been satisfied.

Assessment Criteria:

Faculty will record scores for each outcome using the tools identified in the list of assessment measures. Student outcomes will be scored using the subsequent Natural Sciences rubric.

Assessment Methodology:

For the course under assessment (every 23NS course each semester), each instructor will identify the assignment used to evaluate student performance in meeting these outcomes. Each instructor (including adjuncts) will record a distinct score for each of the learning outcomes for every student. The instructor must apply the GE Natural Sciences rubric to the assignment or assignments. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment.

Use of Results:

The goal of the natural sciences faculty is that 70% of students will meet or exceed the standard. After discussing /results as a group, each instructor will be responsible for making the changes to the course as needed. The results of each year's assessment will be distributed to the appropriate offices on campus.

Natural Sciences Rubric

Natural Sciences Rubric (example)	23NS-1: Students will demonstrate scientific reasoning applied to the natural world, including an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling.	23NS-2: Students will demonstrate scientific reasoning applied to the natural world, including application of scientific data, concepts, and models in one of the natural sciences.
Exceeding 4	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The work is superior quality, which is indicated by understanding all 6 of the methods scientists use to explore natural phenomena.	Student demonstrates an exemplary ability to apply scientific data, concepts, and/or models in one of the natural sciences. Work in this category is indicated when course concepts are consistently mastered.
Meeting 3	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The work is standard quality, which is indicated by understanding 4-5 of the methods scientists use to explore natural phenomena.	Student demonstrates a proficient ability to apply scientific data, concepts, and/or models in one of the natural sciences. Work in this category is indicated when course concepts are usually mastered.
Approaching 2	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The work is a developing quality, which is indicated by understanding 2-3 of the methods scientists use to explore natural phenomena.	Student demonstrates a developing ability to apply scientific data, concepts, and/or models in one of the natural sciences. Work in this category is indicated when course concepts are sometimes mastered.
Not Meeting 1	The student demonstrates an understanding of scientific observation methodology used to explore natural phenomena. The work is sub-standard quality, which is indicated by understanding 0-1 of the methods scientists use to explore natural phenomena.	Student demonstrates a deficient ability to apply scientific data, concepts, and/or models in one of the natural sciences. Work in this category is indicated when course concepts are rarely mastered.

HUMANITIES (23HU)

SUNY and SUNY Delhi Learning Outcomes:

Students will:

- demonstrate knowledge of the conventions and methods of at least one of the humanities; and
- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include, but are not limited to, objective and written exam questions, paper assignments, multimedia projects, speeches, creative projects, and so on.

Assessment Criteria:

Faculty will record scores for each outcome using the faculty-designed rubrics. Sample scoring rubrics are included below.

Assessment Methodology:

The Humanities GE will be assessed every third year; both learning outcomes will be assessed at this time. All full-time humanities instructors will participate in the assessment process.

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess both learning outcomes in one assignment or to divide them among more than one. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet at least once per year to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

Faculty in this GE area expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least twice a year to discuss assessment data and develop a plan of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration.

Humanities Rubric

<u>Student Learning Outcome</u>	<u>Exceeding</u>	<u>Meeting</u>	<u>Approaching</u>	<u>Not Meeting</u>
SLO #1: Students will demonstrate knowledge of the conventions and methods of at least one of the humanities.	Specialized vocabulary is correctly understood and applied 90% or more of the time.	Specialized vocabulary is correctly understood and applied between 80 and 89% of the time.	Specialized vocabulary is correctly understood and applied between 65 and 79% of the time.	Specialized vocabulary is correctly understood and applied less than 65% of the time.
SLO #2: Students will recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.	The student's work provides an identifiable, comprehensive, and clearly focused interpretation or argument that goes beyond interpretations and arguments already covered in class.	The student's work provides an identifiable and clearly focused interpretation or argument. The response may be adequately but not yet fully developed.	The student's work provides an identifiable interpretation or argument. The response is inadequately developed and may lack focus.	The student's work provides no identifiable interpretation or argument. The work may instead opt for lower-order tasks such as summary or personal responses.

SOCIAL SCIENCES (23SS)

SUNY and SUNY Delhi Learning Outcomes:

Students will:

- describe major concepts and theories of at least one discipline in the social sciences; and
- demonstrate an understanding of the methods social scientists use to explore social phenomena.

Assessment Measures:

Student learning outcome 1 will be assessed using an average of all exam scores. Additional measures may include reflective essays and/or in-class assignments.

Student learning outcome 2 will be assessed using a research project in which students are asked to identify the research questions, hypothesis, methods and results. Additional measures may include individual, original research projects and/or exam questions.

Assessment Criteria:

Faculty will record scores for each outcome using the tools identified in the list of assessment measures. Student outcomes will be scored using the attached rubric.

Assessment Methodology:

Based on course enrollment, a representative sample will be selected. All social science student learning will be assessed at least once in a three-year cycle.

Use of Results:

The goal of the social sciences faculty is that 70% of students will meet or exceed the standard. The faculty in this GE area will meet at least twice annually to review the data and make appropriate changes to curriculum and/or course level instruction/ assignments/ methods to address student needs found within the data. After discussion results as a group, each instructor will be responsible for making the appropriate changes.

Social Sciences Rubric

	Student Learning Outcome 1: Knowledge of major <u>concepts</u>, models and issues of at least one discipline in the social sciences.	Student Learning Outcome 2: Understanding of the <u>methods</u> social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis
Exceeding 4	Restates major concepts, major models, or major issues in their own words, applies this information to the issue under study, and provides some analysis and evaluation of the concepts, models, or issues.	Demonstrates recognition and sophisticated understanding of the methods social scientists employ and is able to identify appropriate techniques related to a specific issue/topic or the field as a whole with an awareness of their limitations. Demonstrates accurate and comprehensive understanding while contributing new and novel ideas, insights, or perspectives.
Meeting 3	Restates major concepts, major models, or major issues in their own words, applies this information to the issue under study.	Demonstrates recognition and understanding of the methods social scientists use, provides some explanation and is able to identify appropriate techniques related to a specific issue/topic or the field as a whole. Described clearly and in detail, using all relevant information necessary to explain the issue accurately and comprehensively.
Approaching 2	States major concepts, major models, or major issues in their original wording, incomplete understanding of how it relates to the issue under study.	States the methods social scientists use without explanation and demonstrates some understanding of the methods social scientists employ related to a specific issue/topic or the field as a whole. A basic explanation with some clarity, but not all aspects of the issue are accurately explained.
Not Meeting 1	No mention of major concepts, major models, or major issues in this field in relation to the issue under study.	No demonstrated recognition or understanding of the methods social scientists employ related to a specific issue/topic or the field as a whole. Details related to comprehension are incorrect or absent.

THE ARTS (23AR)

SUNY Learning Outcome:

Students will:

- demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

SUNY Delhi Learning Outcomes *:

Faculty will assess at least one of the following outcomes that is suited to the type of art course being assessed (i.e.: studio courses may assess outcome one, while history courses may assess outcome two).

Students will:

- demonstrate an understanding of the principles and elements used in the art form under study to produce a creative work in the chosen medium.
- be able to analyze and interpret the art form under study.

* These outcomes were adopted by SUNY Delhi to be inclusive of the SUNY GE outcome for The Arts.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures. These measurements may include but are not limited to written exam questions, paper assignments, multimedia projects, and creative works such as formal poetry, short stories, paintings, drawings, 2D designs, multi-media projects, ceramics, and performances.

Assessment Criteria:

Faculty will record scores for each outcome using the scoring rubrics below.

Assessment Methodology:

The Arts outcomes will be assessed every three years. All full-time and adjunct instructors in the arts (as designated by the Dean of Liberal Arts & Sciences) will participate in the assessment process by assessing at least one section of each art course offered in the fall and spring semesters of year three.

Each instructor will apply the relevant rubrics to the selected assignment(s). Faculty will have the flexibility to assess the learning outcome that fits the type of Arts course offered. After gathering their data and determining the strong and weak aspects of the students' performance, the instructor will determine what changes should be made to the course as a result of the assessment. In addition, faculty will meet once per year to collectively discuss overall outcomes and possible actions as a result of the assessment.

Use of Results:

Faculty in this GE area expect that at least 75% of students will meet or exceed the standards in this area. Faculty will meet at least twice a year to discuss assessment data, develop a plan of action for improvement, and to identify the resources needed to support improvements. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration.

The Arts Rubric

	Technical Proficiency	Knowledge of Form
Exceeding 4	The student demonstrates an exemplary understanding of the principles and elements used in the art form under study, and a sensitivity to and creativity with the medium chosen. The work produced is of high quality, and is presented in a professional manner.	The student demonstrates an exemplary ability to analyze and interpret the art form under study.
Meeting 3	The student demonstrates an understanding of the principles and elements used in the art form under study, and a sensitivity to and creativity with the medium chosen. The work produced is of acceptable quality, and is presented in a near-professional manner.	The student demonstrates a proficient ability to analyze and interpret the art form under study.
Approaching 2	The student demonstrates a basic understanding of the principles and elements used in the art form under study, and some sensitivity to and creativity with the medium chosen. The work produced is of developing quality, and is presented in a somewhat professional manner.	The student demonstrates a developing ability to analyze and interpret the art form under study.
Not Meeting 1	The student demonstrates occasional understanding of the principles and elements used in the art form under study, but has difficulty demonstrating sensitivity to and creativity with the medium chosen. The work produced is of sub-standard quality, and is presented in an unprofessional manner.	The student demonstrates deficiencies in their ability to analyze and interpret the art form under study.

U.S. HISTORY AND CIVIC ENGAGEMENT (23UC)

SUNY and SUNY Delhi Learning Outcomes:

Students will

- demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
- understand the role of individual participation in US communities and government; and
- apply historical and contemporary evidence to draw, support, or verify conclusions.

Assessment Measures:

The student learning outcomes will be assessed by individual faculty based on specific exams, papers or projects designed by the instructor, with a scoring rubric. Faculty will identify the tool used and the scoring rubric for the measurement.

Assessment Criteria:

Faculty will record scores for each outcome using the rubric included in the General Education plan for US History and Civic Engagement for a particular assigned piece of assessment.

Assessment Methodology:

The US History and Civic Engagement courses will be assessed on a tri-annual basis. All full-time instructors of these courses will participate in the assessment process, and all students enrolled in courses satisfying this GE requirement at the time of the assessment will be included in the sample.

Use of Results:

There is an expectation that 65% of all students will meet or exceed the standard. This benchmark was developed collaboratively by the faculty teaching in this GE area.

The faculty member will consider the students overall performance, strengths and weaknesses, and make decisions whether the outcomes warrant a curricular change. The faculty will discuss the findings as a group, looking at outcomes and considering possible changes depending on overall results. Each individual instructor will be responsible for implementing curricular and course changes with the support of administration.

US and Civic Engagement Rubric

Standards	Understanding of US Society/History, including diversity of individuals and communities	Understanding of individual participation in US communities and government	Applies historical and contemporary evidence to draw, support, or verify conclusions.
Exceeding	The student demonstrates a strong understanding of US History and American society, including the diversity of individuals and communities. Mechanics of grammar and critical thinking are applied.	The student demonstrates a strong understanding of individual participation in US communities and government. Mechanics of grammar and critical thinking are applied.	The student applies historical and contemporary evidence to draw, support, or verify conclusions. Mechanics of grammar and critical thinking are applied.
Meeting	The student demonstrates an adequate understanding of US History and American society, including the diversity of individuals and communities. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate understanding of individual participation in US communities and government. Substantive grammar and some critical thinking applied.	The student applies adequate, historical, and contemporary evidence to draw, support, or verify conclusions. Substantive grammar and some critical thinking applied.
Approaching	The student demonstrates some understanding of US History and American society and the diversity of individuals and communities. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of individual participation in US communities and government. Lacks grammar skills and small evidence of critical thinking.	The student applies some historical and contemporary evidence to draw, support, or verify conclusions. Lacks grammar skills and small evidence of critical thinking.
Not Meeting	The student does not demonstrate an understanding of US History and American society and the diversity of individuals and communities. Lacks grammar and critical thinking skills.	The student does not demonstrate an understanding of individual participation in US communities and government. Lacks fundamental grammar and critical thinking skills.	The student does not apply historical and contemporary evidence to draw, support, or verify conclusions. Lacks fundamental grammar and critical thinking skills.

WORLD HISTORY AND GLOBAL AWARENESS (23WG)

SUNY and Delhi Learning Outcomes:

Students will

- demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
- demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

Assessment Measures:

The student learning outcomes will be assessed by individual faculty using research papers, focus questions, discussion based questionnaires, exams, movie reviews, annotated bibliographies, and/or quizzes.

Assessment Criteria:

Faculty will record scores for each outcome using the attached rubric for a particular assigned piece of assessment.

Assessment Methodology:

The World History and Global Awareness courses will be assessed on a tri-annual basis. All full-time instructors in World History will participate in the assessment process, and all students enrolled in courses satisfying this GE requirement at the time of the assessment will be included in the sample.

Use of Results:

There is an expectation that 65% of all students will meet or exceed the standard. This benchmark was developed collaboratively by the faculty teaching in this GE area.

The faculty member will consider the students overall performance, strengths and weaknesses, and make decisions whether the outcomes warrant a curricular change. The faculty will discuss the findings as a group, looking at outcomes and considering possible changes depending on overall results. Each individual instructor will be responsible for implementing curricular and course changes with the support of administration

World History and Global Awareness Rubric

Standards	Broad outline of World History and or distinctive features of non-Western civilization	Interrelationships, well being and sustainability
Exceeding	The student demonstrates knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world. Mechanics of grammar and critical thinking are applied.	The student demonstrates an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. Mechanics of grammar and critical thinking are applied.
Meeting	The student demonstrates an adequate though incomplete knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate though incomplete understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. Substantive grammar and some critical thinking applied.
Approaching	The student demonstrates some understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. Lacks grammar skills and small evidence of critical thinking.
Not Meeting	The student has little to no ability to demonstrate understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. Lacks fundamental grammar and critical thinking skills.	The student demonstrates has little to no ability to demonstrate understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. Lacks fundamental grammar and critical thinking skills

WORLD LANGUAGES (23WL)

SUNY and SUNY Delhi Learning Outcomes:

Students will

- exhibit basic proficiency in the understanding and use of a world language; and
- demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments. These measurements may include but are not limited to objective and written exam questions, paper assignments, multimedia projects, speeches, creative projects, and so on.

Assessment Criteria:

Faculty will record scores for each outcome using the faculty-designed rubrics. For Outcome 1, see the attached Basic Proficiency rubric. For this rubric, students scoring 10-12 points are considered to be “exceeding the standard,” those scoring 7-9 points are considered to be “meeting the standard,” those scoring 4-6 points are “approaching the standard,” and scoring less than 4 points are considered to be “not meeting the standard.”

For Outcome 2, see the attached Knowledge of Culture rubric below (adapted from American Association of Colleges and Universities).

Assessment Methodology:

World Languages will be assessed every third year in the fall semester by all full-time world languages instructors; both learning outcomes will be assessed at this time.

Each instructor will apply the relevant rubrics to the assignment(s) identified on the course assessment form. Faculty will have the flexibility to assess both learning outcomes in one assignment or to divide them among more than one. After gathering their data and determining the strong and weak aspects of the students’ performance, the instructor will determine what changes should be made to the course as a result of the assessment.

Use of Results:

Faculty in this GE area expect that at least 75% of students will meet or exceed the standard in this area. Faculty will meet at least twice a year to discuss assessment data and develop a plan of action for improvement. Faculty will be responsible for implementing the changes and assessing their effectiveness with necessary support from administration

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World Languages: Basic Proficiency Rubric (Outcome 1)

	Exceeding (3 pts)	Meeting (2 pts)	Approaching (1 pt)	Not Meeting (0 pts)
Speaking	Fluid speech, excellent pronunciation, accuracy and variety of vocabulary and grammatical structures	Fluid speech, good pronunciation, a few errors in vocabulary and/or grammatical structures	Speech is relatively fluid with some hesitation, some effort on pronunciation, frequent errors in vocabulary and/or grammatical structures	Speech is frequently hesitant and/or incomprehensible, little effort on pronunciation, frequent errors in vocabulary and/or grammatical structures that interfere with comprehension
Writing	Well organized, excellent spelling and punctuation, accuracy and variety of vocabulary and grammatical structures	Good organization, a few errors in vocabulary, and/or spelling and punctuation, and/or grammatical structures	Some organization evident, frequent errors in vocabulary, and/or spelling and punctuation, and/or grammatical structures	Lack of organization, frequent errors in vocabulary, and/or spelling and punctuation, and/or grammatical structures that interfere with comprehension
Listening	Very good understanding of vocabulary and information, completes all responses, correct information provided with specific details	Good understanding of vocabulary and information, completes all responses, mostly correct information provided with details	Some understanding of vocabulary and information, some responses not completed, some correct information provided with limited details	Lack of understanding of vocabulary and information, incomplete responses, information is incorrect with no details
Reading	Very good understanding of vocabulary and information, completes all responses, correct information provided with specific details when necessary	Good understanding of vocabulary and information, completes all responses, mostly correct information provided with details when necessary	Some understanding of vocabulary and information, some responses not completed, some correct information provided with limited details	Lack of understanding of vocabulary and information, incomplete responses, information is incorrect with no details
Score				

World Languages: Knowledge of Culture Rubric (Outcome 2)

	Exceeding	Meeting	Approaching	Not Meeting
Cultural Knowledge	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

CRITICAL THINKING (23CT)

SUNY and SUNY Delhi Learning Outcomes:

Students will:

- clearly articulate an issue or problem;
- identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
- acknowledge limitations such as perspective and bias; and
- develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

The critical thinking competency is embedded in all Natural Science General Education courses at the College. Assessment of this Core Competency will occur as a part of the assessment of the General Education.

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures.

Assessment Criteria:

Faculty will assess student work using the subsequent Critical Thinking rubric (adapted from the Association of American Colleges & Universities VALUE rubric).

Assessment Methodology:

This core competency is assessed once on a three-year cycle.

Applicable courses from all schools of the college are included in the assessment sample. Each instructor will apply the Critical Thinking rubric to the assignment(s). The data will be uploaded into our assessment reporting system where they will be aggregated.

Use of Results:

Results will be shared with the Assessment Committee. The people assessing this core competency will be responsible for analyzing the results and developing and implementing an action plan. A benchmark of at least 70% of students meeting or exceeding the standard in this area is expected.

Critical Thinking Rubric

Definition: Critical thinking is characterized by the comprehensive exploration of issues, ideas and events before accepting or formulating an opinion or conclusion. Please take into account the complexities of an issue, while acknowledging any limitations.

Measurement and Standards:	Exceeding (Distinguished in fulfillment of standards) 4	Meeting (Fulfillment of all standards or close to fulfilling them) 3	Approaching (Close to but not meeting the standards) 2	Not meeting (Needs significantly more work) 1
Students will clearly articulate an issue or problem	Issue/problem to be considered is A clear, logical, and substantive explanation of the issue that includes a synthesis and evaluation of all relevant information.	Issue/problem to be considered is Described clearly and in detail, utilizing all relevant information necessary to explain the issue in a substantive and logical manner.	Issue/problem to be considered is A basic explanation of the issue with some clarity, but not all aspects of the issue are understandable or logically explained.	Issue/problem to be considered is Stated briefly, unclearly, or poorly described, stated without description or clarity, with little substantive information, lacking full understanding of the issues.
Students will identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work	Information is Evaluated and synthesized in new and novel ways, while noting a variety of extant opinions/assumptions and providing a new opinion or perspective on the issues.	Information is Interpreted and evaluated adequately with analysis, noting a variety of opinions/assumptions about the issues.	Information is Interpreted and evaluated to develop a logical analysis, while some elements are incomplete or missing to create a comprehensive, analytic solution for the problem or issue under consideration.	Information is Used incorrectly or lacking interpretation and evaluation. An analytic solution for the problem or issue under consideration is missing or incorrect.
Students will acknowledge limitations such as perspective and bias;	The student Evaluates the complexities of an issue, acknowledging limitations, while integrating multiple viewpoints in evidence presented.	The student Presents the complexities of an issue, acknowledging limitations, while integrating multiple viewpoints in evidence presented.	The student does not fully acknowledge complexity, limitations or multiple viewpoints of evidence presented although is clear and straightforward.	The student states the issue simplistically and obvious, failing to acknowledge complexity, limitations, or multiple viewpoints of evidence.
Students will develop well-reasoned (logical) arguments to form judgments and/or draw conclusions	Conclusions and related outcomes Are discussed thoroughly, and logically reflect student's informed evaluation. Place evidence and perspectives in order of importance, emphasizing the strongest positions, but balancing those with an exploration of differing views	Conclusions and related outcomes Clearly stated and are logically tied to a range of information. Includes opposing viewpoints with a measured analysis of consequences and implications	Conclusions and related outcomes Are logically tied to information (because information is chosen to fit the desired conclusion). Identifies some related outcomes, but differing perspectives are not explored	Conclusions and related outcomes Are inconsistently tied to some of the information discussed. Were not identified and/or possible implications and consequences were minimized or not addressed

INFORMATION LITERACY (23IL)

SUNY and SUNY Delhi Learning Outcomes:

Students will:

1. perform the basic operations of personal computer use;
2. understand and use basic research techniques; and
3. locate, evaluate and synthesize information from a variety of sources.

The information management competency is imbedded in courses across all programs of the college. Assessment of this GE SLO will occur as a part of the assessment of two different Institutional Learning Outcomes (ILOs): Technology (outcomes 1 and 2) and Critical Thinking (outcome 3).

Assessment Measures:

The above student learning outcomes will be assessed using faculty-designed assignments, thus assuring the validity of the assessment measures.

Assessment Criteria:

Faculty will assess student work using a common rubric (adapted from the Association of American Colleges & Universities VALUE rubric).

Assessment Methodology:

Each ILO is assessed once on a three-year cycle ensuring that the Information Literacy GE learning outcome is assessed and analyzed on that same time frame.

Applicable courses from all schools of the college are included in the assessment sample. Each instructor will apply the relevant rubric to the assignment(s). The data will be uploaded into Compliance Assist Outcomes and Planning, and the Dean of Curriculum, Instruction, and Assessment will aggregate the data.

Use of Results:

Results will be shared with the Assessment Committee, and a subgroup of the Assessment Committee will be responsible for analyzing the results and developing an action plan. A benchmark of at least 75% of students meeting or exceeding the standard in this area is expected. The subgroup of the Assessment Committee will be responsible for implementing and assessing the changes determined in the action plan. The results of each year's ILO assessment process will be shared with the campus at semi-annual Assessment Days.