

# **General Education Assessment Plan**

## **SUNY Delhi**

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

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Revised Fall 2019





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# SUNY DELHI

## GENERAL EDUCATION ASSESSMENT PLAN

Revised, Fall 2019

Since 2001, SUNY Delhi has developed and implemented a strong University-overseen-and-approved plan for assessing student learning outcomes in 10 knowledge and skills areas that constitute 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, have been 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 has been continuously improved upon through the present. 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 identified above.

In some areas, additional learning outcomes were adopted; these are consistent with the SUNY General Education outcomes.

### SUNY Delhi General Education Requirements

In accordance with SUNY General Education requirements, students pursuing a Bachelor's degree are required to complete 30 GE credits comprised of at least 10 GE areas. SUNY Delhi requirements are as follows:

**If you enter SUNY DELHI in fall 2011 or later as a beginning or transfer student, to earn a SUNY DELHI bachelor's degree, you must meet the following requirements:**

#### **PART 1. Earn 30 credits in courses in the following 10 SUNY-GER areas:**

Four <b>required</b> areas:	Basic Communication (GE 10)* American History (GE 4)	Mathematics (GE 1) Natural Sciences (GE 2)
At least <b>one</b> of these areas:	Social Sciences (GE 3)	Western Civilization (GE5)
At least <b>one</b> of these areas:	Humanities (GE7)	The Arts (GE 8)
At least <b>one</b> of these areas:	Foreign Language (GE9)	Other World Civilizations (GE 6)

**\*Students are strongly encouraged to include additional coursework in Basic Communication**

Similarly, students pursuing an AA or AS degree are required to complete 21 GE credits comprised of at least 7 GE areas. SUNY Delhi requirements are as follows:

**If you enter SUNY DELHI in fall 2012 or later as a beginning or transfer student, to earn a SUNY DELHI AA or AS degree, you must meet the following requirements:**

**PART 1. Earn 21 credits in courses in the following 10 SUNY-GER areas:**

<b>Four required areas:</b>	Basic Communication (GE 10)* American History (GE 4)	Mathematics (GE 1) Natural Sciences (GE 2)
At least <b>one</b> of these areas:	Social Sciences (GE 3)	Western Civilization (GE 5)
At least <b>one</b> of these areas:	Humanities (GE 7)	The Arts (GE 8)
At least <b>one</b> of these areas:	Foreign Language (GE 9)	Other World Civilizations (GE 6)

**PART 2. Demonstrate competency in the following two SUNY-GER areas in ways permitted by your campus:**

2 required areas	Critical Thinking	Information Management
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**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 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 Liberal Arts and Sciences Dean and the appropriate faculty in the School of LA&S. For example, courses proposed for inclusion on the list of mathematics courses acceptable for General Education must have the approval of a majority of the school's math faculty; those courses submitted in anticipation of meeting a natural science requirement must be approved by a majority of the science faculty, etc.

**For Courses Offered Within Other Divisions:** A course from outside the School of LA&S should be approved by the program director or dean and by the appropriate division 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 approval.

### **Assessment Measures**

Faculty who teach General Education courses design the assessment tools used to directly measure the General Education Learning Outcome (GELO) for the respective knowledge area of that course. For each knowledge/skill area, faculty have defined a level of student performance that is agreed to be 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 created scoring rubrics by which student performance are assessed. The creation of agreed upon scoring rubrics maximize the reliability of the assessment process.

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

General Education student learning outcomes are included on the course syllabi of courses that satisfy GE requirements along with corresponding assessment measures.

### **Persons Responsible**

Faculty who teach General Education courses administer the GELO assessments and report results via Campus Labs Planning and Outcomes. The campus Assessment Coordinator 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 Dean of Curriculum, Instruction and Assessment oversees all assessment efforts.

### **Assessment Cycle**

Student learning outcomes are assessed over a three-year cycle and reported to the Dean of LA&S by the Dean of Curriculum, Instruction & Assessment. The three-year assessment cycle is posted on the college website and is as follows:

#### **2019-20/22-23/25-26**

Humanities  
Other World Civilizations  
Information Management  
Basic Communication (outcomes 5 and 6)

#### **2020-21/23-24/26-27**

The Arts  
Natural Science  
American History

Basic Communication (outcomes 1-4)  
 Information Management (outcomes 1 and 2)

**2021-22/24-25/27-28**

Foreign Language  
 Western Civilizations  
 Social Science  
 Mathematics  
 Critical Thinking  
 Information Management (outcome 3)

**Data Collecting and Reporting**

Faculty collect assessment data and report via Campus Labs Outcomes and Planning. The campus Assessment Coordinator aggregates data and shares it with the School of LA&S at semi-annual Assessment Days. Faculty discuss results and complete action plans which are reported via Campus Labs Planning. Action plans are aggregated by the Dean of Curriculum, Instruction and Assessment and forwarded to the Dean of LA&S who will have input to the faculty as to whether the findings warrant further curricular changes.

**Analysis and Action Plan**

LA&S faculty will meet at least twice a year, typically at campus-wide Assessment Days, to work closely with colleagues in their subject area to discuss results and possible changes. Documentation of the analysis and action plan is completed by faculty in the subject area and submitted in Campus Labs Planning. As needed, action plans are carried out by the faculty in the subject area under the supervision of the program director and Dean of LA&S.

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

In addition, at the time of the analysis of assessment results, a review of the assessment plan and process will occur, thus ensuring that a review occurs at least once on a three-year cycle.



## **GENERAL EDUCATION ASSESSMENT, MATHEMATICS**

### **SUNY and SUNY Delhi Learning Outcomes:**

Students will demonstrate:

1. the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics;
2. the ability to represent mathematical information symbolically, visually, numerically and verbally;
3. the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
4. the ability to estimate and check mathematical results for reasonableness; and
5. the ability to recognize the limits of mathematical and statistical methods.

### **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 a total of at least ten 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 five tables – one for each of the five learning outcomes that comprise the Mathematics GELO. If the student satisfied the outcome on at least 90% of the questions then 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 120, MATH 128, MATH 138, MATH 150) will be assessed in the 2018-2019 academic year. An action plan will be developed and implemented for the next two years, and all courses re-assessed in the 2021-22 academic year. This schedule will continue so that all Mathematics GE courses are assessed on a tri-annual basis. 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, 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 suggestions made for improvement. These suggestions will be determined and discussed by the mathematics faculty as a group. Faculty, with the support of the Dean of LA&S, will further consider whether student performance and the results of the assessments warrant curricular changes. The results of each year's assessment process will be distributed to appropriate offices on campus.

### Mathematics Rubrics/Tables

<b>Learning Outcome #1:</b> Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	
<b>Level</b>	<b>Criteria</b>
Satisfied	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• The interpretation(s) and/or inference(s) are completely accurate or are incomplete or inaccurate due to a minor flaw, such as a computational or copying error or mislabeling.</li> </ul>
Not Satisfied	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The interpretation(s) and/or inference(s) are incomplete or inaccurate due to a major conceptual flaw.</li> <li>• There is no response at all.</li> </ul>

<b>Learning Outcome #2:</b> Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.	
<b>Level</b>	<b>Criteria</b>
Satisfied	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The student understands most or all of the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information with possibly minor flaws such as a simple misreading of the problem or copying error or mislabeling.</li> <li>• 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.</li> </ul>

Not Satisfied	<ul style="list-style-type: none"> <li>• The student does not fully understand the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information with major conceptual flaws.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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<b>Learning Outcome #3:</b> Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.	
<b>Level</b>	<b>Criteria</b>
Satisfied	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The solution is correct or may contain a minor flaw(s).</li> </ul>
Not Satisfied	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The solution contains some correct aspects though there exists major conceptual flaw(s).</li> <li>• The student's response does not address the question in any meaningful way.</li> <li>• There is no response at all.</li> </ul>

<b>Learning Outcome #4:</b> Students will demonstrate the ability to estimate and check mathematical results for reasonableness	
<b>Level</b>	<b>Criteria</b>
Satisfied	<ul style="list-style-type: none"> <li>• The student can estimate and justify a mathematical result to a problem. The estimate or justification may contain a minor flaw such as a simple misreading of the problem or computational or copying error or mislabeling.</li> <li>• The student can articulate a justification for the estimate. The student's justification and/or estimate may be found to be lacking in some minor way.</li> </ul>

	<ul style="list-style-type: none"> <li>• The student's response addresses all aspects of the question. It may be lacking in some minor way.</li> </ul>
Not Satisfied	<ul style="list-style-type: none"> <li>• The student can estimate and justify a mathematical result to a problem. The estimate or justification contains a major conceptual flaw or the student cannot estimate or justify a result to a problem.</li> <li>• The student can articulate a justification for the estimate but the student's justification and/or estimate has been found was lacking in some major conceptual way.</li> <li>• The student's response addresses some aspect of the question correctly but is lacking in a significant way or the student's response does not address the question in any meaningful way or there is no response at all.</li> </ul>

<b>Learning Outcome #5:</b> Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.	
<b>Level</b>	<b>Criteria</b>
Satisfied	<ul style="list-style-type: none"> <li>• Student articulates all or most of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s).</li> <li>• Student provides a generally or completely correct description of how the results from the model might differ from the real life situation it models.</li> </ul>
Not Satisfied	<ul style="list-style-type: none"> <li>• Student articulates only some or none of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s).</li> <li>• Student indicates that the conclusions drawn from the model differ from real life but is unable to articulate the cause(s).</li> <li>• Student fails to realize that the results are not contextually appropriate.</li> <li>• There was no response at all.</li> </ul>

## **GENERAL EDUCATION ASSESSMENT, THE NATURAL SCIENCES**

### **SUNY and SUNY Delhi Learning Outcomes:**

Students will demonstrate:

1. 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
2. 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 GE 2 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)	SLO 1: 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	SLO 2: 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.

## **GENERAL EDUCATION ASSESSMENT, SOCIAL SCIENCES**

### **SUNY and SUNY Delhi Learning Outcomes:**

Students will demonstrate:

1. understanding of the methods 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; and
2. knowledge of major concepts, models and issues of at least one discipline in the social sciences.

### **Assessment Measures:**

Student learning outcome 1 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.

Student learning outcome 2 will be assessed using an average of all exam scores. Additional measures may include reflective essays and/or in-class assignments.

### **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 Social Sciences 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 benchmark will be based on the number of students who complete an assessment assignment, as there are always students who do not turn in some assignments. If an adjunct wishes to participate, their data will be forwarded to an appropriate full-time faculty course counterpart.

The faculty in this GE area will meet to review the data. Results will then be reviewed at the division and area levels and distributed to the appropriate offices on campus. Decisions will be made at those levels, and improvement will be made by an appointed person based on the consensus of the group.



## Social Sciences Rubric

	<b>Student Learning Outcome 1:</b> <b>Understanding of the <u>methods</u></b> <b>social scientists use to explore</b> <b>social phenomena, including</b> <b>observation, hypothesis</b> <b>development, measurement and</b> <b>data collection, experimentation,</b> <b>evaluation of evidence, and</b> <b>employment of mathematical and</b> <b>interpretive analysis</b>	<b>Student Learning Outcome 2:</b> <b>Knowledge of major <u>concepts</u>,</b> <b>models and issues of at least one</b> <b>discipline in the social sciences.</b>
Exceeding 4	Recognizes and has a 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.	Restates major concept, major model, or major issue in his/her own words, applies this information to the issue under study, AND provides some analysis and evaluation of the concept, model, or issue.
Meeting 3	Recognizes and understands 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.	Restates major concept, major model, or major issue in his/her own words, applies this information to the issue under study.
Approaching 2	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.	States major concept, major model, or major issue in its original wording, incomplete understanding of how it relates to the issue under study.
Not Meeting 1	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.	No mention of major concepts, major models, or major issues in this field in relation to the issue under study.

## **GENERAL EDUCATION ASSESSMENT, AMERICAN HISTORY**

### **SUNY and SUNY Delhi Learning Outcomes:**

Students will demonstrate:

1. knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unity and diversity in American society;
2. knowledge of common institutions in American society and how they have affected different groups; and
3. understanding of America's evolving relationship with the rest of the world

### **Assessment Measures:**

The student learning outcomes will be assessed by individual faculty based on specific exams, papers or projects identified and designed by the instructor.

### **Assessment Criteria:**

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

### **Assessment Methodology:**

The American History courses will be assessed on a tri-annual basis. All full-time instructors in American 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. The results of each year's assessment process will be distributed to the appropriate offices on campus.

### American History Rubric

<b>Standards</b>	<b>Basic narrative of American History</b>	<b>Knowledge of common institutions in American society and their effects</b>	<b>America's evolving relationship with the world</b>
Exceeding	The student demonstrates a well-rounded understanding of the narrative of American history. Mechanics of grammar and critical thinking are applied	The student demonstrates a major understanding the common institutions of American history. Mechanics of grammar and critical thinking are applied.	The student demonstrates a major understanding of America's evolving relationship with the world. Mechanics of grammar and critical thinking are applied
Meeting	The student demonstrates an adequate, although incomplete, understanding of the narrative of American history. Substantive grammar and some critical thinking applied	The student demonstrates an adequate, although incomplete, understanding of the common institutions of American history. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate, although incomplete, understanding of America's evolving relationship with the world. Substantive grammar and some critical thinking applied.
Approaching	The student demonstrates some understanding of narrative of American history. Lacks grammar skills and small evidence of critical thinking	The student demonstrates some understanding of the common institutions of American history. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of America's evolving relationship with the world. Lacks grammar skills and small evidence of critical thinking.
Not Meeting	The student has little to no ability to demonstrate an understanding of the narrative of American history. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of the institutions of American history. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of America's evolving relationship with the world. Lacks fundamental grammar and critical thinking skills.

**GENERAL EDUCATION ASSESSMENT, WESTERN CIVILIZATION****SUNY and SUNY Delhi Learning Outcomes:**

Students will demonstrate:

1. knowledge of the development of the distinctive features of the history, institutions, economy, society and culture of Western Civilization; and
2. relate the development of Western civilization to that of other regions of the world

**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:**

For a particular assigned piece of assessment, faculty will record scores for each outcome using the subsequent Western Civilization rubric.

**Assessment Methodology:**

The Western Civilization courses will be assessed on a tri-annual basis by full-time faculty. The instructor will assess a representative sample of the student work based on the assignment for assessment.

**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 will make decisions whether the outcomes warrant a curricular change. Full-time 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. The results of the process will be forwarded to the appropriate offices on campus.

### Western Civilization Rubric

<b>Standards</b>	<b>Knowledge of the development of the distinctive features of the history, institutions, economy, society and culture of Western Civilization</b>	<b>Relate the development of Western civilization to that of other regions of the world</b>
<b>Exceeding</b>	The student demonstrates a well-rounded understanding of Western civilization. Mechanics of grammar and critical thinking are applied.	The student demonstrates a major understanding of the relationship of Western civilization to other regions of the world. Mechanics of grammar and critical thinking are applied.
<b>Meeting</b>	The student demonstrates an adequate, although incomplete, understanding of Western civilization. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate, although incomplete, understanding of Western civilization to other regions of the world. Substantive grammar and some critical thinking applied.
<b>Approaching</b>	The student demonstrates some understanding of Western civilization. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of the relationship of Western civilization to other regions of the world. Lacks grammar skills and small evidence of critical thinking.
<b>Not Meeting</b>	The student has little to no ability to demonstrate an understanding of Western civilization. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of the relationship of Western civilization to other regions of the world. Lacks fundamental grammar and critical thinking skills.

**GENERAL EDUCATION ASSESSMENT, OTHER WORLD CIVILIZATIONS****SUNY and Delhi Learning Outcomes:**

Students will demonstrate:

1. knowledge of either a broad outline of world history, or
2. knowledge of the distinctive features of the history, institutions, economy, society, culture etc., of one non-Western civilization.

**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:**

For a particular assigned piece of assessment, faculty will record scores for each outcome using the subsequent Other World Civilizations rubric

**Assessment Methodology:**

For the course under assessment, each instructor will assess a representative sample of the student work based on the assignment for assessment. The faculty member will record a score for the outcome for each student.

**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. Full-time 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. The results of the process will be forwarded to the appropriate offices on campus.

### Other World Civilizations Rubric

<b>Standards</b>	<b>Broad outline of World History</b>	<b>Distinctive Features of one non-Western civilization</b>
Exceeding	The student demonstrates a well-rounded understanding of World history. Mechanics of grammar and critical thinking are applied.	The student demonstrates a major understanding the multi-faceted history of a non-Western civilization. Mechanics of grammar and critical thinking are applied.
Meeting	The student demonstrates an adequate, although incomplete, understanding of World history. Substantive grammar and some critical thinking applied.	The student demonstrates an adequate, although incomplete, understanding of a non-Western civilization's history. Substantive grammar and some critical thinking applied.
Approaching	The student demonstrates some understanding of World history. Lacks grammar skills and small evidence of critical thinking.	The student demonstrates some understanding of a non-Western civilization's history. Lacks grammar skills and small evidence of critical thinking.
Not Meeting	The student has little to no ability to demonstrate an understanding of World history. Lacks fundamental grammar and critical thinking skills.	The student has little to no ability to demonstrate understanding of a non-Western civilization's history. Lacks fundamental grammar and critical thinking skills.

## GENERAL EDUCATION ASSESSMENT, HUMANITIES

### SUNY and SUNY Delhi Learning Outcomes:

Students will:

1. demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

### SUNY Delhi Outcomes:\*

Students will:

1. show proficiency with the specialized vocabulary, historical context and/or breadth of the field (*measures the conventions of one area of the humanities*);
2. develop an interpretation and / or argument in response to a text or texts (*measures the conventions and methods of one area of the humanities*).

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

### 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 subsequent faculty-designed rubrics. For Outcome 1, the Vocabulary and Historical Context rubrics will be utilized, and for Outcome 2, the Interpretation rubric will be utilized.

### 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 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.

### Humanities: Vocabulary Rubric

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
Specialized vocabulary is correctly understood and applied either in written work or in objective measures 90% or more of the time.	Specialized vocabulary is correctly understood and applied either in written work or in objective measures between 80 and 89% of the time.	Specialized vocabulary is correctly understood and applied either in written work or in objective measures between 65 and 79% of the time.	Specialized vocabulary is correctly understood and applied either in written work or in objective measures less than 65% of the time.

### Humanities: Historical Context of the Field Rubric

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
Student work demonstrates a thorough understanding that the text under consideration was composed within a specific context, responding to particular circumstances.	Student work acknowledges historical context but may not thoroughly discuss its significance.	Student work historical context but contains minimal discussion of significance and/or makes anachronistic assumptions, for example presuming that contemporary concerns were or ought to have been concerns of the text under consideration.	Student work displays no awareness of context.

### Humanities: Interpretation Rubric

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
The student's work provides an identifiable, comprehensive, and clearly focused interpretation of or argument in response to a text that goes beyond interpretations already covered in class.	The student's work provides an identifiable and clearly focused interpretation of or argument in response to a text. The response is adequately but may not be fully developed.	The student's work provides an identifiable interpretation of or argument in response to a text. The response is inadequately developed and may lack focus.	The student's work provides no identifiable interpretation of or argument in response to a text. The work may, instead, opt for lower-order tasks such as mere summary or exclusively personal responses.

## **GENERAL EDUCATION ASSESSMENT, THE ARTS**

### **SUNY Learning Outcome:**

Students will:

1. 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:

1. demonstrate an understanding of the principles and elements used in the art form under study to produce a creative work in the chosen medium.
2. 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 subsequent Arts scoring rubric.

### **Assessment Methodology:**

The Arts outcomes will be assessed every three years. All full-time and adjunct instructors in the arts 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 twice a 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 results of the process will be forwarded to the appropriate offices on campus.

## 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.

## **GENERAL EDUCATION ASSESSMENT, FOREIGN LANGUAGE**

### **SUNY and SUNY Delhi Learning Outcomes:**

Students will demonstrate:

1. basic proficiency in the understanding and use of a foreign language; and
2. 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, 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 subsequent faculty-designed rubrics. For Outcome 1, the Basic Proficiency rubric will be utilized. 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 not scoring less than 4 points are considered to be “not meeting the standard.”

For Outcome 2, the Knowledge of Culture rubric will be utilized (adapted from American Association of Colleges and Universities).

### **Assessment Methodology:**

Foreign Language will be assessed every third year in the fall semester; both learning outcomes will be assessed at this time. All full-time foreign language 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 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.

### Foreign Language: Basic Proficiency Rubric

	<b>Exceeding (3 pts)</b>	<b>Meeting (2 pts)</b>	<b>Approaching (1 pt)</b>	<b>Not Meeting (0 pts)</b>
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				



### Foreign Language: Knowledge of Culture Rubric

	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Not Meeting</b>
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.

## **GENERAL EDUCATION ASSESSMENT, BASIC COMMUNICATION**

### **SUNY Learning Outcomes:**

Students will:

1. produce coherent texts within common college-level written forms;
2. demonstrate the ability to revise and improve such texts;
3. research a topic, develop an argument, and organize supporting details;
4. develop proficiency in oral discourse; and
5. evaluate an oral presentation according to established criteria.

### **SUNY Delhi Learning Outcomes\*:**

Students will

1. produce coherent, college-level written texts;
2. demonstrate the ability to revise and improve their own college-level written texts;
3. locate, evaluate, and synthesize information from appropriate sources;
4. develop well-reasoned arguments with supporting details;
5. develop proficiency in oral discourse; and
6. evaluate an oral presentation according to established criteria.

\* These outcomes were adopted by SUNY Delhi to be inclusive of the SUNY GE 10 outcomes.

### **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 subsequent faculty-designed rubrics. There are six rubrics – one for each of the learning outcomes that comprise the Basic Communication GELO.

### **Assessment Methodology:**

The written and oral components of Basic Communication will be assessed separately within the 3-year General Education assessment cycle. The four written learning outcomes (outcomes 1-4) will be assessed together and 5 & 6 (oral) are assessed on a different cycle. All full-time English/Communications 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 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. The results of the process will be forwarded to the appropriate offices on campus.

**Basic Communication Outcome 1 Rubric**

- Students will demonstrate the ability to produce coherent college-level written texts.

**Exceeding:**

Writer presents an easily identifiable, focused, original, and thought-provoking controlling purpose or thesis. The paper moves coherently, logically, and even creatively from an engaging introduction to a well-demonstrated conclusion. Paragraphs fit within this structure coherently and present pertinent examples and evidence to support central and subsidiary ideas. Sentence structure displays sophistication and variety; transitions add to the logical development of the topic. The essay exhibits a solid command of word variety and a tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are nearly flawless.

**Meeting:**

Writer presents an identifiable and focused controlling purpose or thesis. The paper moves coherently and logically from a satisfying introduction to a solid conclusion. Paragraphs fit within this structure and present examples and evidence to support the ideas presented. For the most part, sentences are well constructed and transitions are sound—though the sequence of ideas may occasionally be awkward. The essay exhibits some degree of control over the tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate.

**Approaching:**

Writer presents a wandering, vague, or unfocused controlling purpose or thesis. The paper moves awkwardly from a weak introduction to a conclusion that does not adequately represent the body of the paper. Basic paragraphing exists, but often fails to support or even recognize a central idea, and the use of evidence and examples is inadequate. Sentence and paragraph transitions are often unclear, awkward, indirect, and/or illogical. Tone and diction are often inconsistent and/or inappropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are not well executed and may, at times, obscure meaning.

**Not Meeting:**

Writer fails to present a controlling purpose or thesis; consequently it is difficult to identify exactly what the thesis is. The essay moves from an unsatisfactory introductory paragraph to an ending that does not serve as a conclusion, thus conveying the sense that much of what has been presented is unresolved. Sentence structure is often awkward and transitions are ineffectual and/or abrupt or simply missing. Diction, tone, and word choice are not appropriate for the subject or for the implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) disrupt reading and often obscure meaning.

**Basic Communication Outcome 2 Rubric**

- Students will demonstrate the ability to revise and improve their own college-level written texts.

**Exceeding:**

Writer demonstrates clear evidence of an ability to revise by altering content and approach, by reorganizing material, or by clarifying and strengthening the coherence of ideas. Alterations may include the addition of new material, the deletion of unhelpful material, the substitution of more relevant material for less relevant material, the strengthening of transitions, introductions, and conclusions, and the rewriting of individual sentences. The mechanics (grammar, punctuation, spelling and documentation, if needed) of the final revision are nearly flawless.

**Meeting:**

Writer demonstrates the ability to revise by refining the content, sharpening the focus, and improving structure, clarity, and coherence. Refining content may include clearer presentation of evidence, shifting of emphasis to foreground the most relevant material, providing improved transitions that keep the focus evident, and reworking the introduction or conclusion as well as rewriting individual sentences. The mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate and rarely impede meaning.

**Approaching:**

Writer demonstrates a lack of ability to revise in any substantial way. Whatever revision has been done has not been sufficient to improve the content, focus, structure, clarity, and coherence of an earlier draft. Such revision may very well be limited to sections of the essay and demonstrate a lack of awareness of how even small changes can affect the entire paper.

Mechanics (grammar, punctuation, spelling and documentation, if needed) have either not improved significantly or appear to be the only focus of the revision.

**Not Meeting:**

Writer demonstrates a lack of ability to revise at the level of content or structure. Either changes do not improve these features or are focused almost solely on mechanics.



### Basic Communication Outcome 3 Rubric

#### CITATIONS:

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
<p>Parenthetical citations:</p> <ul style="list-style-type: none"> <li>• Appear after quotations, summaries, and paraphrased material drawn from sources when called for</li> <li>• Contain the appropriate information</li> <li>• Use the correct formatting</li> <li>• Are punctuated correctly (i.e. punctuation appears after citation except in cases of indented quotations)</li> </ul>	<p>Parenthetical citations:</p> <ul style="list-style-type: none"> <li>• Appear after quotations, summaries, and paraphrased material drawn from sources when called for</li> <li>• Contain the appropriate information</li> <li>• May deviate from the correct formatting by using abbreviations (e.g. p., pp., pg) or inappropriate commas</li> <li>• May not be punctuated correctly (i.e. punctuation appears before citation)</li> </ul>	<p>Parenthetical citations:</p> <ul style="list-style-type: none"> <li>• Appear after most quotations, summaries, and paraphrased material drawn from sources when called for</li> <li>• May be missing some of the appropriate information, though a good faith effort has been made to indicate the source.</li> <li>• May add unnecessary information.</li> </ul>	<p>Parenthetical citations:</p> <ul style="list-style-type: none"> <li>• Do not appear in the paper or are missing from significant portions of the paper.</li> <li>• Appear after only quotations drawn from sources; summarized and paraphrased material is not cited.</li> <li>• Contain inappropriate information (e.g. only a website address)</li> </ul>
<p>Works Cited Lists:</p> <ul style="list-style-type: none"> <li>• Are alphabetized</li> <li>• Contain every source used in the paper</li> <li>• Contain all pertinent information for each source</li> <li>• Order all information correctly within individual entries</li> <li>• Are properly capitalized</li> <li>• Contain appropriate formatting (i.e. underlining or italics, quotation marks, etc.)</li> <li>• Contain proper punctuation between elements (periods, commas, colons, etc.)</li> </ul>	<p>Works Cited Lists:</p> <ul style="list-style-type: none"> <li>• May not be alphabetized</li> <li>• Contain every source used .</li> <li>• Contain all pertinent information for each source</li> <li>• Order all information correctly within individual entries</li> <li>• May not be entirely properly capitalized, such as there might be missing capitalization in titles</li> <li>• Contain appropriate formatting (underlining or italics, quotation marks, etc.)</li> <li>• Contain minor errors in punctuation between elements.</li> </ul>	<p>Works Cited Lists:</p> <ul style="list-style-type: none"> <li>• Contain every source used in the paper.</li> <li>• May not contain all of the pertinent information for each source</li> <li>• May not provide some information in the correct order within individual entries</li> <li>• Contain many or major errors in punctuation between elements.</li> </ul>	<p>Works Cited Lists:</p> <ul style="list-style-type: none"> <li>• Does not exist</li> <li>• Does not contain every source used in the paper</li> <li>• Does not provide pertinent information for the source (e.g. provides only a URL address)</li> </ul>

**INTEGRATING SOURCES:**

Exceeding Standard	Meeting Standard	Approaching Standard	Not Approaching Standard
<ul style="list-style-type: none"> <li>• It is clear where source material begins and ends</li> <li>• All material drawn from sources is introduced by a signal phrase or transition when necessary.</li> <li>• Relevance, significance, and comprehension of source material is apparent.</li> <li>• Each source's legitimacy and/or credibility is established</li> <li>• Connections <i>between</i> sources are discussed and analyzed</li> <li>• Each source is integrated with the student's own thinking</li> </ul>	<ul style="list-style-type: none"> <li>• It is clear where source material begins and ends</li> <li>• Most material drawn from sources is introduced by a signal phrase or transition when necessary.</li> <li>• Relevance, significance, and comprehension of source material is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>• It is not clear where source material begins and/or ends</li> <li>• Material drawn from sources is not introduced by a signal phrase or transition.</li> <li>• Relevance and/or comprehension of source material is not apparent though some attempt has been made to discuss the source.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources are not used.</li> <li>• "Hit and run" quotations, summaries, and paraphrases appear (i.e. source material is dropped in without any explanation at all)</li> </ul>



### Basic Communication Outcome 4 Rubric

#### Standards in Critical Thinking: Research Paper

Standard	Develop well-reasoned arguments	Identify, analyze and evaluate arguments as they occur in their own or others' work.
Exceeding:	Theme or thesis presented and developed in a distinctive original style. Arguments and opinions are analyzed and evaluated by the student and presented in a sophisticated manner.	Student articulates a detailed mastery and understanding of the topic, and of arguments and evidence pertaining to specific issues being addressed.
Meeting:	Theme or thesis clearly articulated and substantiated. Student presents arguments of others in good context.	Demonstration of an acceptable mastery of the topic and related arguments. Student supports arguments with evidence and some analysis.
Approaching:	Theme or thesis stated. Student presents arguments without analysis or good context.	Demonstration of some mastery of the topic. Work lacks good usage of evidence.
Not meeting:	No theme or thesis stated. Student does not demonstrate engagement with the topic and work lacks analysis	Student does not use evidentiary materials, or does not use evidence well and relies on assertions to make their point.

### Basic Communication Outcome 5 Rubric

#### Oral Communication Value 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.

	<b>Exceeding 4</b>	<b>Meeting 3</b>	<b>Approaching 2</b>	<b>Not meeting 1</b>
<b>Organization (Introduction, Arrangement of topics, Transitions between topics, Conclusion)</b>	Organizational components <ul style="list-style-type: none"> <li>Are <b>clearly observable</b> and <b>skillfully planned</b> to <b>enhance</b> the effectiveness of the presentation</li> </ul>	Organizational components <ul style="list-style-type: none"> <li>Are <b>openly observable</b> within the presentation.</li> </ul>	Organizational components <ul style="list-style-type: none"> <li>Are <b>partially observable</b> within the presentation (missing one or more organizational component)</li> </ul>	Organizational components <ul style="list-style-type: none"> <li>Are <b>mostly lacking or not observable</b> within the presentation.</li> </ul>
<b>Language (Vocabulary, Grammar, Terminology)</b>	Language choices <ul style="list-style-type: none"> <li>Consistently use the <b>correct terminology</b> and <b>grammar</b>.</li> <li>Are <b>appropriately sophisticated and powerful</b> to <b>enhance</b> the effectiveness of the presentation</li> </ul>	Language choices <ul style="list-style-type: none"> <li>Are <b>understandable</b> but with <b>slight errors</b> possible in terminology or grammar.</li> <li><b>Generally support</b> the effectiveness of the presentation.</li> </ul>	Language choices <ul style="list-style-type: none"> <li>Are <b>not well developed</b> and contain <b>multiple errors</b> in grammar and terminology.</li> <li><b>Partially support</b> the effectiveness of the presentation.</li> </ul>	Language choices <ul style="list-style-type: none"> <li>Are <b>unclear</b> with <b>many significant errors</b> in terminology and grammar.</li> <li><b>Minimally support</b> the effectiveness of the presentation.</li> </ul>
<b>Guidelines (Consideration of audience, Time, External parameters)</b>	The presentation <ul style="list-style-type: none"> <li>Is <b>precise</b> and <b>consistently appropriate</b> for the audience.</li> <li><b>Effectively uses time</b> and stays within other given parameters.</li> </ul>	The presentation <ul style="list-style-type: none"> <li>Is <b>generally appropriate</b> for the audience.</li> <li><b>Meets time</b> guidelines and other given parameters.</li> </ul>	The presentation <ul style="list-style-type: none"> <li>Is <b>sometimes inappropriate</b> for the audience.</li> <li>Falls <b>slightly outside time</b> and other given parameters.</li> </ul>	The presentation <ul style="list-style-type: none"> <li>Is <b>mostly inappropriate</b> for the audience.</li> <li>Falls <b>well outside time guidelines</b> and other given parameters.</li> </ul>
<b>Delivery (Posture, Gesture, Eye contact, Vocal expression, Appearance)</b>	Delivery techniques <ul style="list-style-type: none"> <li>Are <b>professional, engaging, and convincing</b> to <b>enhance</b> the effectiveness of the presentation.</li> <li>Make the speaker appear <b>polished and confident</b></li> </ul>	Delivery techniques <ul style="list-style-type: none"> <li>Are <b>clear</b> and <b>not distracting</b> to support the presentation.</li> <li>Make the speaker appear <b>comfortable</b></li> </ul>	Delivery techniques <ul style="list-style-type: none"> <li>Are <b>distracting</b> or <b>unconvincing</b> which slightly detracts from an effective presentation.</li> <li>Make the speaker appear <b>tentative</b></li> </ul>	Delivery techniques <ul style="list-style-type: none"> <li>Are <b>distracting, unconvincing and lack energy</b> which detracts from the presentations effectiveness.</li> <li>Make the speaker appear <b>uncomfortable</b></li> </ul>

<b>Central Message (Main Idea, Purpose, Thesis)</b>	The central message <ul style="list-style-type: none"> <li>Is <b>clearly stated</b> and is appropriately <b>sophisticated</b>.</li> </ul>	The central message <ul style="list-style-type: none"> <li>Is <b>stated clearly</b> and <b>understandable</b>.</li> </ul>	The central message <ul style="list-style-type: none"> <li>Is <b>mostly understandable</b>, but <b>lacking depth</b>.</li> </ul>	The central message <ul style="list-style-type: none"> <li>Is <b>not well thought out</b> and <b>vague</b></li> </ul>
<b>Supporting Content (Explanations, Examples, Illustrations, Statistics, Analogies, Quotations, Demonstrations)</b>	Supporting content <ul style="list-style-type: none"> <li>Is <b>relevant and compelling</b> and significantly supports the central message.</li> <li>Is <b>consistently cited</b> appropriately.</li> </ul>	Supporting content <ul style="list-style-type: none"> <li>Is <b>relevant</b> to support the central message.</li> <li>Is <b>cited with minimal errors</b>.</li> </ul>	Supporting content <ul style="list-style-type: none"> <li>May <b>lack relevancy</b> and only partially supports the central message.</li> <li>Is <b>inconsistently cited</b>.</li> </ul>	Supporting content <ul style="list-style-type: none"> <li>Is <b>mostly not relevant, Insufficient, or inaccurate</b>, not supporting the central message.</li> <li>Is <b>not cited</b> or <b>cited incorrectly</b> with major errors.</li> </ul>

Adapted from: Association of American Colleges and Universities. (2009). *Oral Communication VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/oral-communication>.

### Basic Communication Outcome 6 Rubric

(Tool used by students to evaluate oral communication)

Oral Presentation Rubric			
	Organization	Expression	Presentation
<b>Exceeds</b> (3)	I followed the ideas easily.  The main point was very clear.  Individual points were well developed.	The speaker used language that was vivid, clear, and appropriate.  The presentation was highly articulate.	I found the speaker very engaging.  The speaker's delivery was fluent.  The speaker frequently looked up from notes.
<b>Meets</b> (2)	I followed the ideas.  The main point was reasonably clear.  Individual points showed some evidence of development.	The speaker used language that was reasonably clear and appropriate.  The presentation was moderately articulate.	I found the speaker moderately engaging.  The speaker's delivery was reasonably fluent.  The speaker looked up from notes often enough that he/she did not seem to be simply reading.
<b>Approaches</b> (1)	I had moderate difficulty following the ideas.  The main point was somewhat obscure.  Individual points sometimes lacked development.	The speaker used language that was occasionally unclear or inappropriate.  The presentation was occasionally awkward.	I found the speaker only somewhat engaging.  The speaker's delivery was occasionally halting.  The speaker relied excessively on notes.
<b>Not Meet</b> (0)	I had much difficulty following the ideas.  The main point was very obscure.  Individual points generally lacked development.	The speaker used language that was frequently unclear or inappropriate.  The presentation was frequently awkward.	I did not find the speaker engaging.  The speaker's delivery was halting.  The speaker seemed to be merely reading.
<b>SCORES</b>	<b>Organization:</b>	<b>Expression:</b>	<b>Presentation:</b>
<b>COMMENTS</b>			

Evaluation of Oral Presentation Rubric	
Using the Oral Presentation Rubric, the student evaluator...	
<b>Exceeds</b> <b>(3)</b>	Noticed and commented appropriately upon the relevant aspects of organization, presentation, and expression for this speech, and could articulate why the speech did or did not work well.
<b>Meets</b> <b>(2)</b>	Noticed and commented upon most of the relevant aspects of organization, presentation, and expression for this speech, though he/she may have missed a few points. Could articulate at least some of the ways the speech did or did not work well.
<b>Approaches</b> <b>(1)</b>	Could comment upon only a portion of the relevant aspects of organization, presentation, and expression for this speech, missing many important points. Was not able to articulate many reasons for the success or failure of the speech.
<b>Does Not Meet</b> <b>(0)</b>	Was unable to identify the relevant aspects of organization, presentation, and expression for this speech; did not articulate cogent reasons for the success or failure of the speech.
<b>SCORE</b>	
<b>COMMENTS</b>	

## **GENERAL EDUCATION ASSESSMENT, INFORMATION MANAGEMENT**

### **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 GELO 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 Management 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.

## **GENERAL EDUCATION ASSESSMENT, CRITICAL THINKING**

### **SUNY and SUNY Delhi Learning Outcomes:**

Students will:

1. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
2. develop well-reasoned arguments.

The critical thinking competency is embedded in courses across all programs of the college. Assessment of this GELO will occur as a part of the assessment of the Critical Thinking Institutional Learning Outcome (ILO).

### **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:**

Each ILO is assessed once on a three-year cycle ensuring that the Critical Thinking 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 Critical Thinking 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.

## 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:	<b>Exceeding</b> (Distinguished in fulfillment of standards)  4	<b>Meeting</b> (Fulfillment of all standards or close to fulfilling them)  3	<b>Approaching</b> (Close to but not meeting the standards)  2	<b>Not meeting</b> (Needs significantly more work)  1
<b>Explanation of the Issue/Problem</b>	Issue/problem to be considered is <ul style="list-style-type: none"> <li>A clear, logical, and substantive explanation of the issue that includes a synthesis and evaluation of all relevant information.</li> </ul>	Issue/problem to be considered is <ul style="list-style-type: none"> <li>Described clearly and in detail, utilizing all relevant information necessary to explain the issue in a substantive and logical manner.</li> </ul>	Issue/problem to be considered is <ul style="list-style-type: none"> <li>A basic explanation of the issue with some clarity, but not all aspects of the issue are understandable or logically explained.</li> </ul>	Issue/problem to be considered is <ul style="list-style-type: none"> <li>Stated briefly, unclearly or poorly described, stated without description or clarity, with little substantive information, lacking full understanding of the issues.</li> </ul>
<b>Evidence</b> (Selecting and using information to investigate a point of view or conclusion, to solve the problem)	Information taken from source(s) is <ul style="list-style-type: none"> <li>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.</li> </ul>	Information taken from source(s) is <ul style="list-style-type: none"> <li>Interpreted and evaluated adequately with analysis, noting a variety of opinions/assumptions about the issues.</li> </ul>	Information taken from source(s) is <ul style="list-style-type: none"> <li>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.</li> </ul>	Information taken from source(s) is <ul style="list-style-type: none"> <li>Used incorrectly or lacking interpretation and evaluation. An analytic solution for the problem or issue under consideration is missing or incorrect.</li> </ul>
<b>Student's Position</b> (perspective, thesis/hypothesis)	The student's position <ul style="list-style-type: none"> <li>Presents the complexities, limitations, and multiple viewpoints surrounding the issue, and also introduces a new or novel position as a result of evaluating and synthesizing information on the topic.</li> </ul>	The student's position <ul style="list-style-type: none"> <li>Presents the complexities of an issue, acknowledging limitations, while integrating multiple viewpoints in evidence presented.</li> </ul>	The student's position <ul style="list-style-type: none"> <li>While clear and straightforward, does not acknowledge fully complexity, limitations or multiple viewpoints of evidence presented.</li> </ul>	Student's position <ul style="list-style-type: none"> <li>The issue is stated simplistically and obvious, failing to acknowledge complexity, limitations or multiple viewpoints of evidence.</li> </ul>



<b>Conclusions and Related Outcomes</b> (implications and consequences)	Conclusions and related outcomes <ul style="list-style-type: none"> <li>• Are <b>discussed thoroughly</b>, and <b>logically reflect</b> student's informed evaluation.</li> <li>• Place <b>evidence and perspectives</b> in order of importance, emphasizing the strongest positions, but balancing those with an exploration of differing views</li> <li>• Also includes suggestions or proposals of new ways to approach or understand or solve the issue based on synthesis and evaluation of extant literature and opposing views</li> </ul>	Conclusions and related outcomes <ul style="list-style-type: none"> <li>• <b>Clearly stated</b>, and are <b>logically tied</b> to a range of information.</li> <li>• Includes opposing viewpoints with a measured analysis of consequences and implications</li> </ul>	Conclusions and related outcomes <ul style="list-style-type: none"> <li>• Are logically <b>tied to information</b> (because information is chosen to fit the desired conclusion).</li> <li>• Identifies some related outcomes, but differing perspectives are not explored</li> </ul>	Conclusions and related outcomes <ul style="list-style-type: none"> <li>• Are <b>inconsistently tied</b> to some of the information discussed.</li> <li>• Were not identified and/or possible implications and consequences were minimized or not addressed</li> </ul>
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Adapted from: Association of American Colleges and Universities. (2009). *Critical Thinking VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/critical-thinking>