



Clinton Community College
GENERAL EDUCATION ASSESSMENT PLAN: EIGHTH CYCLE
Fall 2023 – Spring 2026

Clinton Community College's (CCC) plan of General Education assessment embraces a course-embedded approach to assessing student learning outcomes, with the goal of improving teaching and learning on our campus. The plan was initiated in the Fall 2002 semester and follows a three-year cycle.

The eighth cycle of the plan will address all twelve assessment areas over three years according to the following timetable:

Schedule	Assessment Areas
YEAR 22 (2023-2024)	Communication-Oral Communication-Written Information Literacy US History and Civic Engagement World Languages
YEAR 23 (2024-2025)	Critical Thinking and Reasoning Diversity: Equity, Inclusion, and Social Justice Humanities Social Sciences
YEAR 24 (2025-2026)	Mathematics (and Quantitative Reasoning) Natural Sciences (and Scientific Reasoning) The Arts World History and Global Awareness

CCC's General Education Assessment Plan adheres to the General Education Assessment Review (GEAR) Group's Criteria for Campus General Education Assessment Plans, as outlined below.

1. The plan makes a direct relationship between the student learning outcomes for its General Education curriculum (or curricula) and the student learning outcomes of the SUNY-GE as defined in the *Policy and Updated Guidance: State University of New York General Education*.

Clinton Community College's assessment plan measures the outcomes defined in the *Policy and Updated Guidance: State University of New York General Education*.¹ All courses approved in a Knowledge and Skills area have demonstrated that the learning outcomes are foundational to the course.

¹ See *Policy and Updated Guidance: State University of New York General Education* at https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/suny-ge/MTP-SUNY-General-Education_Vol-23_No-1.pdf

2. The plan indicates that the campus has instructional activities intended to accomplish its student learning outcomes in General Education.

Clinton Community College is committed to learning which promotes the intellectual, social, and personal development of each student. Through its degree programs, the College provides students with the skills and knowledge they will need to fulfill their academic goals and to succeed in their careers. The General Education Program of the College mirrors the program adopted by the State University of New York. The SUNY-GE credit and category requirements are as follows.

For A.A., A.S., and baccalaureate degree programs, the following credit and category requirements apply to students entering Fall 2023 or later:

- At least 30 credits of SUNY GE-approved coursework
- A minimum of seven (of ten) Knowledge and Skills Areas, including the four specifically required (Communication, Diversity, Mathematics, Natural Sciences)
- The two core competencies

For A.A.S. degree programs, the following credit and category requirements apply to students entering Fall 2024 or later:

- At least 20 credits of SUNY GE-approved coursework
- A minimum of the four (of ten) Knowledge and Skills Areas, including the four specifically required (Communication, Diversity, Mathematics, Natural Sciences)
- The two Core Competencies

For A.O.S. degree programs, the following credit and category requirements apply to students entering Fall 2024 or later:

- A minimum of zero credits of SUNY GE-approved coursework
- A minimum of the four (of ten) Knowledge and Skills Areas (freestanding or embedded), including the four specifically required (Communication, Diversity, Mathematics, Natural Sciences)
- The two Core Competencies (freestanding or embedded)

Clinton Community College offers courses in each of the ten Knowledge and Skills areas and two Core Competencies. To ensure that student learning outcomes in general education are fulfilled, courses are designated general education courses only after being processed as follows:

- i. The course is first approved as a general education course by the academic division in which it is housed.
- ii. A member of the requesting division presents a written proposal to the General Education Committee using the internally developed *SUNY-GE Course Addition Request Form*. The written request must demonstrate a direct connection between course objectives and SUNY-GE learning outcomes. The General Education Committee reviews the request, votes on the proposal, and records its written evaluation and approval/non-approval using the *General Education Committee Course Review Form*.

- iii. If the General Education Committee approves the proposal, it is presented to the Clinton Community College Faculty Council.
- iv. If the Faculty Council approves the proposal, it is forwarded to the Vice President for Academic Affairs and then to the college president.
- v. If the VPAA and president approve the proposal, the Student Learning Outcomes Assessment Coordinator (SLOAC) informs the Registrar and the Administrative Assistant to the Vice President for Academic Affairs so that the course can be assigned the appropriate general education designation in CAMS and added to the degree audit as applicable.
- vi. Campuses submit locally approved SUNY-GE courses via the SIRIS catalog function and SUNY System Administration will maintain the System-level database of approved SUNY GE courses, both current and historic.
- vii. The Student Learning Outcomes Assessment Coordinator adds the course to the list of approved CCC General Education Requirement Courses and communicates this information to the college community via email, SharePoint, and the college website. The SLOAC posts the updated list of general education courses in the college's Information Repository and sends necessary catalog revisions to the Office of the VPAA.

3. The plan proposes the use of measures to assess student learning that are designed to provide credible evidence of the extent to which students have achieved the learning outcomes or skills stated in the outcomes.

The Memorandum to Presidents for the SUNY Policy on Assessment (MTP Vol. 10, No. 2, II. D) requires each campus to develop and implement a plan for the organized and systematic assessment of its general education program that meets or exceeds the standards of the Middle States Commission on Higher Education (MSCHE). Courses selected for assessment are those that have been approved by the campus as meeting the criteria for general education courses in one or more of the ten general education Knowledge and Skills areas or two Core Competencies.

A. The assessment instruments directly measure student learning.

Student learning will be measured directly using a post-test methodology that employs the use of test/quiz questions, portfolios, demonstrations, projects, or papers. Assessment measures will be selected specifically to address the learning outcomes articulated in the *Policy and Updated Guidance: State University of New York General Education*.

B. The assessment instruments accurately measure the outcomes they are intended to measure.

Faculty members teaching within the discipline will determine the validity of specific indicators. Whenever possible, full-time faculty will collaborate with part-time faculty and dual enrollment instructors to develop assessment instruments. In most cases, an overall score on an exam will not serve as evidence of student learning. Rather, student performance on clusters of questions designed to measure specific knowledge or competency learning outcomes (as they have been articulated by SUNY and operationalized by faculty teaching in the discipline) will be measured and reported.

C. The plan provides assurances that the measures are reliable.

Assessment items will be scored either objectively (for multiple choice, matching, or single answer questions) or by using a rubric developed by faculty teaching in the discipline or by one of the SUNY discipline-based panels (for open-ended questions, portfolios, demonstrations, papers, or projects.) All faculty members using a scoring rubric will be trained in its use and will practice scoring to achieve inter-rater reliability.

D. The data that are reported are representative.

In an effort to obtain representative data, the following assessment data reporting guidelines will be followed for each General Education course being assessed:*

- If there are 150 or more students in the course, then report either
 - all students in the course
 - OR
 - a simple random sample of 20% of the students in the course.
- If there are 149 or fewer students in the course, then report either
 - all students in the course
 - OR
 - a simple random sample of 30 students in the course.

**Since the results of student learning outcomes for a specific knowledge or skill area are reported and made available in the aggregate, all general education courses assessed within a single category should employ the same reporting method.*

4. The plan sets standards to which student performance relative to the student learning outcomes can be compared.

Faculty who teach within the discipline, create the assessment instruments, and construct the scoring rubrics define what level of student performance is considered “exceeding,” “meeting,” “approaching,” and “not meeting” standards.

5. The anticipated results of the assessment are able to affirm the degree to which the learning outcomes have been achieved and thus make it possible to identify areas that need to be addressed in order to improve learning.

For each general education course assessed, the following documents are submitted to the Student Learning Outcomes Assessment Coordinator in every assessment cycle:

- i. An assessment planning grid, to include the specific course objectives that map to the general education learning outcome(s), a description of the assessment instrument(s) that will be used to measure these objectives, and the standards defining the level of student performance
- ii. A copy of the assessment instrument(s)
- iii. A “matching” of individual assessment items to the specific learning outcomes for that knowledge or competency area
- iv. The results of student performance relative to the learning outcomes in accordance with the defined standards

- v. A completed general education assessment follow-up survey

Analysis and feedback occur in the semester following the assessment. Results of assessment efforts are shared with faculty teaching in the discipline that will be responsible for interpreting the results. Faculty meet to discuss implications of assessment results and decide on actions to take. These actions include, but are not limited to, changes in pedagogy, reorganization of course content/structure, and modifications of the assessment instrument. Discussions take place in the context of departmental meetings as well as special meetings held exclusively to focus on assessment issues. Faculty note any proposed actions or recommendations in the general education assessment follow-up survey. The Student Learning Outcomes Assessment Coordinator shares the responses to the survey with the members of the General Education Committee. Based on the survey responses, the committee makes recommendations to the VPAA for needed resources or support.

6. The assessment plan has been reviewed and approved through the appropriate curriculum and faculty governance structures.

The General Education Committee—a standing committee of the faculty governance structure (the Faculty Council) that consists of representatives serving as liaisons to the academic divisions—creates and updates this plan. The plan is then presented to the Faculty Council for review and approval.

The original plan was presented to the Faculty Council on February 7, 2002 and was approved on February 21, 2002. Faculty Council approved modifications to the plan on May 16, 2002. The second cycle of the plan was presented to and approved by the Faculty Council on October 6, 2005. Revisions to the second cycle of the plan were approved by the Faculty Council on October 19, 2006. The third cycle of the plan was approved by the Faculty Council on May 1, 2008. The fourth cycle of the plan was approved by Faculty Council on April 7, 2011. The fifth cycle of the plan was approved by Faculty Council on March 6, 2014. The sixth cycle of the plan was approved by Faculty Council on March 2, 2017. The seventh cycle of the plan was approved by Faculty Council on May 07, 2020 (online vote). The eighth cycle of the plan was approved by Faculty Council on November 2, 2023.

7. The plan includes a schedule for the periodic assessment of the General Education curriculum.

The General Education curriculum is reviewed as part of the regular three-year cycle of general education assessment. For each course, a plan for assessing the general education outcomes is submitted, which includes a mapping of course objectives to outcomes. This process ensures that the approved general education courses continue to meet the SUNY learning outcomes for that knowledge and skill area or competency. The list of approved courses is updated annually by the Student Learning Outcomes Assessment Coordinator.

8. The assessment process includes provisions for evaluating the assessment process itself and disseminating assessment results to the appropriate campus community.

In addition to sharing assessment results with faculty involved in that year's assessment for their own interpretation, reflection, and planning, the Student Learning Outcomes Assessment Coordinator will solicit input from faculty via the general education assessment survey regarding the assessment *process*. Based on recommendations from faculty involved in the assessments and from wider discussions in Faculty Council, the plan may be amended by the General Education Committee and resubmitted for approval by Faculty Council. At the end of each three-year cycle, the review and approval process is repeated.

