

GENERAL EDUCATION ASSESSMENT HANDBOOK

2021-2022



CLINTON
Community College

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Overview

The purpose of this document is to assist CCC faculty members in the development and implementation of learning outcomes assessment in their general education courses. It includes an overview of the general education program and assessment process, examples of assessment documents, and practical information about the 'who, what, and when' of assessing general education learning outcomes. In order to provide up-to-date information, it may be necessary to refer the reader to documents found in SharePoint or on the college website.

This document, like the assessment process itself, is open to continual review and revision. Your suggestions for improvements are welcomed and encouraged. Please direct your recommendations to:

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Resources: General Education Information Available on Website

A good deal of information about Clinton Community College’s General Education Program can be found on the college website at

<https://www.clinton.edu/degrees-and-programs/general-education/default.aspx>.

On the webpage, you can find the following information:

- Description of CCC’s General Education Program
- SUNY General Education Requirement for A.A./A.S. degrees
- List of approved courses in each general education category
- Overview of the general education learning outcomes assessment process

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General Education Home

CCC General Education Program

Gen Ed Requirements for Transfer (AA/AS) Programs

General Education Courses

General Education Assessment

General Education

General education is an integral component of a student's total educational experience. A sound general education program contributes to the development of learned and inquisitive individuals by providing them with a breadth of knowledge and by stimulating academic curiosity. The totality of general education courses affords students opportunities to enhance their skills in effective communication, quantitative literacy, and technology and to broaden their perspectives on cultural, historic, and global issues. A solid foundation in general education prepares students for more specialized study and provides them with the skills to adapt and contribute to an ever-changing workforce.

*"Education is not the answer to the question. Education is the means to answer all questions."
~William Allin*

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General Education at Clinton Community College

General education is an integral component of the students' total educational experience. A sound general education program contributes to the development of learned and inquisitive individuals by providing them with a breadth of knowledge and by stimulating academic curiosity. The totality of general education courses affords students opportunities to enhance their skills in effective communication, quantitative literacy, and technology and to broaden their perspectives on cultural, historic, and global issues. A solid foundation in general education prepares students for more specialized study and provides them with the skills to adapt and contribute to an ever-changing workforce.

Statement of General Education Mission

Clinton Community College is committed to General Education, 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 Trustees, with modifications by curricula.

General Education Categories with Learning Outcomes

The General Education Program of the College consists of ten knowledge and skill areas and two competencies. They are as follows:

I. KNOWLEDGE AND SKILL AREAS

AMERICAN HISTORY (GER-4)

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.

BASIC COMMUNICATION (GER-10)

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.

FOREIGN LANGUAGE (GER-9)

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.

HUMANITIES (GER-7)

Students will demonstrate:

1. Knowledge of the conventions and methods of at least one of the humanities (Art, English, Languages, Music, or Philosophy) in addition to those encompassed by other knowledge areas required by the General Education program.

MATHEMATICS (GER-1)

Students will demonstrate the ability to:

2. Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
3. Represent mathematical information symbolically, visually, numerically and verbally;
4. Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
5. Estimate and check mathematical results for reasonableness; and
6. Recognize the limits of mathematical and statistical methods.

NATURAL SCIENCES (GER-2)

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 (or physical) sciences.

OTHER WORLD CIVILIZATIONS (GER-6)

Students will demonstrate:

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

SOCIAL SCIENCES (GER-3)

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.

THE ARTS (GER-8)

Students will demonstrate:

1. Understanding of at least one principal form of artistic expression and the creative process inherent therein.

WESTERN CIVILIZATION (GER-5)

Students will:

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

II. COMPETENCIES

CRITICAL THINKING (REASONING)

Students will:

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

INFORMATION MANAGEMENT

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.

Designating General Education Courses

General education courses incorporate the learning outcomes specified on pp 7 – 8 for one or more of the twelve knowledge areas and competencies. CCC courses are designated general education courses after being processed as follows:

- The course is first approved as a general education course by the academic department in which it is housed.
- A member of the requesting department presents a written proposal, following the format provided by the SUNY Office of Academic Programs, Planning & Assessment, to the General Education Committee, which reviews the request.
- If the General Education Committee approves the proposal, it is presented to CCC's Faculty Council.
- If the Faculty Council approves the proposal, it is forwarded to the Vice President for Academic Affairs and then to the college President.
- If the VPAA and President approve the proposal, the Student Learning Outcomes Assessment Coordinator (SLOAC) submits an online application via the SUNY Course Submission and Evaluation System (CourSES), available at <https://suny.edu/courses/>.
- The Office of the Provost processes the submissions. Any questions about an offering's conformity with campus and System guidelines are normally conveyed within 30 days of receipt by the Provost's Office.
- When the campus receives email notification from the SUNY Office of the Provost that the course has been approved, 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 also posts the updated list of general education courses in the college's Information Repository.

CCC General Education Courses by Category (2021-2022)

I. KNOWLEDGE AND SKILL AREAS

American History

HIS 101 History of Early America
 HIS 102 History of Modern America
 HIS 203 History of the Champlain Valley

Basic Communication

[Oral Expression]

BUS 218 Business Ethics
 COM 101 Public Speaking
 ENV 220 Seminar in Environmental Issues

[Written Expression]

ENG 101 English Composition
 ESL 101 Advanced Composition

Foreign Language

ASL 180 American Sign Language I
 CHI 101 Elementary Mandarin Chinese
 CHI 102 Elementary Mandarin Chinese II
 FRE 101 Elementary French I
 FRE 102 Elementary French II
 FRE 201 Intermediate French I
 FRE 202 Intermediate French II
 SPA 101 Elementary Spanish I
 SPA 101 Elementary Spanish for the Professions
 SPA 102 Elementary Spanish II
 SPA 110 Spanish for Health Care
 SPA 201 Intermediate Spanish I
 SPA 202 Intermediate Spanish II

Humanities

ART 115 Art of the Western World: Ancient to Medieval
 ART 116 Art of the Western World: Renaissance to Modern
 ENG 102 Literature and Composition
 FRE 250 Quebec Culture and Society
 GWS 101 Intro to Gender and Women's Studies
 HUM 180 Signing Chorus
 MSM 118 Mass Media
 MUS 184 Jazz Appreciation
 PHI 101 Introduction to Philosophy
 PHI 102 The World's Religions

Mathematics

MAT 101Q Quantitative Literacy II
 MAT 103 Finite Mathematics
 MAT 104 College Algebra and Trigonometry I
 MAT 105 Technical Mathematics I
 MAT 161 Elementary Statistics
 MAT 204 College Algebra & Trigonometry II
 MAT 205 Technical Mathematics II
 MAT 215 Calculus for Business Students
 MAT 224 Calculus and Analytical Geometry I
 MAT 225 Calculus and Analytical Geometry II

Natural Sciences

BIO 100 Human Biology
 BIO 101 General Biology I
 BIO 102 General Biology II
 BIO 204 Microbiology
 BIO 206 Ecology
 BIO 250 Biotechnology
 CHE 100 Introduction to Forensic Science

Natural Sciences (continued)

CHE 101 Applied Chemistry
 CHE 111 General Chemistry I
 CHE 112 General Chemistry II
 ENV 101 Environmental Science
 ENV 210 Environmental Technology
 GEL 101 Physical Geology
 MET 101 Meteorology
 PHY 100 Physics for the Liberal Arts
 PHY 111 General Physics I
 PHY 112 General Physics II
 SCI 101 Science Inquiry for Bio & Chemistry
 SCI 102 Science Inquiry for Earth & Physical

Other World Civilizations

ENG 220 Multicultural American Literature
 ENG 225 19th & 20th Century World Literature
 HIS 132 History of the Modern World
 HIS 250 Twentieth Century World History

Social Sciences

ANT 101 Cultural Anthropology
 ECO 101 Principles of Microeconomics
 ECO 102 Principles of Macroeconomics
 PSC 100 Government and Politics in America
 PSC 240 State and Local Government
 PSY 101 Introduction to Psychology
 SOC 101 Introduction to Sociology

The Arts

ART 100 Art Appreciation
 ART 101 Introduction to Design
 ART 103 Introduction to Drawing
 ART 104 Introduction to Painting

The Arts (continued)

ART 108 Introduction to Three-Dimensional Design

ART 111 Traditional Photography

ART 113 Digital Photography

ART 114 Introduction to Illustration

ART 115 Art of the Western World: Ancient to Medieval

ART 116 Art of the Western World: Renaissance to Modern

HUM110 Introduction to the Arts

HUM 180 Signing Chorus

MSM 239 Art of the Film

MUS 101 Music Appreciation

MUS 115 American Musical Theater

MUS 184 Jazz Appreciation

THE 110 Theater and Performance

THE 115 American Musical Theater

Western Civilization

FRE 250 Quebec Culture and Society

HIS 121 Origins of Western Civilization

HIS 122 Western Civilization in the Modern Era

II. COMPETENCIES

Critical Thinking (Reasoning)

ENG 102 Literature and Composition

*Infusion***

Information Management

CSC 102 Introduction to Microcomputer Applications

LIB 101 Library Research Skills

SCI 110 Foundational Skills in Science

*Infusion***

*** Infusion means that this requirement is meaningfully addressed throughout a variety of courses in the General Education program. Students satisfy a general education requirement by infusion only if they graduate with and A.A. or A.S. degree.*

General Education Requirements for Transfer Programs

For Transfer to SUNY Institutions

The Board of Trustees of the State University of New York adopted a General Education Requirement which requires all associate of arts (A.A.), associate of science (A.S.), and baccalaureate degree candidates to complete a comprehensive general education curriculum as a condition of graduation. If a SUNY sending institution certifies that a student has completed the SUNY-GER, then the receiving institution must accept that requirement as being met.

The SUNY General Education Requirement (SUNY-GER):

- **Thirty credits in a minimum of 7 of 10 SUNY-GER subject areas**
- **Basic Communication and Mathematics areas are *required***
- **Completion of both SUNY-GER competencies**

For Transfer to SUNY Plattsburgh

SUNY Plattsburgh has available on its website a list of CCC courses and their equivalent transfer status (course number, title, and credits). In addition, if a course satisfies a general education requirement at SUNY Plattsburgh, it specifies the category that has been met. This list can be accessed at:

<https://www.plattsburgh.edu/admissions/transfer/transferring-credit/equivalencies.html>

For Transfer to Non-SUNY Institutions

Most colleges stipulate their own general education course requirements. Students who plan to transfer to four-year colleges or universities outside the State University of New York system should check with the transfer institution to determine the recommended general education courses.

For additional information about transfer to a non-SUNY college, contact the Academic Advising and Student Support Office (518-562-4199).

General Education Transcript Addendum (GETA)

When a student has successfully completed a general education course, it is denoted in the student's General Education Transcript Addendum (GETA). You can access a student's GETA using the Report Manager.

Instructions for Viewing a Student's General Education Transcript Addendum (GETA)

- 1) From a computer connected to the CCC network, access the **Report Manager**:
Open your browser and type <http://reports/Reports/Pages/Folder.aspx>
- 2) Open the "**Faculty**" folder
- 3) Open the "**General Education**" folder
- 4) Choose the report named "**Gen Ed Transcript Addendum (GETA)**"
- 5) Type or paste the student's college ID in the **Student ID** field (you will need to obtain the ID prior to accessing this report.) Leave the "SSN" and "Issued To:" fields empty.
- 6) Click on "**View Report**"

A student's GETA lists the ten SUNY General Education Requirement (SUNY-GER) categories and indicates whether the category has been met. All courses taken by the student that satisfy a SUNY-GER are listed, along with the number of credits, the grade received, and the semester taken. If a course is taken that satisfies more than one category, credits for that course will appear as 0 under the second category. An example of a student's GETA report can be found on the next page.

Example of a Student General Education Transcript Addendum (GETA)

This Transcript Addendum reflects SUNY General Education Requirements that have been met. This addendum is official only if accompanied by an official transcript in a SEALED envelope or if it contains the Registrar's signature and/or College Seal and is received in a sealed envelope. 30 General Education Credits or their equivalent are required for completion of a SUNY baccalaureate degree.

MET	CATEGORY (At Least seven required)	CREDITS	GRADE	TERM
Yes	1. Mathematics (Required)			
	1) MAT 161 Elementary Statistics	3	C+	FA-18
	2) MAT 224 Calculus & Analytic Geometry I	4	D+	SP-18
	3) MAT 204 College Algebra With Trigonometry II	4	B	FA-17
	4) MAT 104 College Algebra With Trigonometry I	4	B	SP-17
Yes	10. Basic Communication (Required)			
	1) ENG 101 English Composition	3	B-	SP-17
	At least 5 of the 8 categories required:			
Yes	2. Natural Sciences			
	1) BIO 204 Microbiology	4	C+	FA-18
	2) BIO 102 General Biology II	4	B-	SP-18
	3) BIO 101 General Biology I	4	C+	FA-17
Yes	3. Social Sciences			
	1) SOC 101 Introduction To Sociology	3	B+	FA-18
	2) PSY 101 Introduction To Psychology	3	B	SP-18
Yes	4. American History			
	1) HIS 101 History Of Early America	3	A	SP-17
Yes	5. Western Civilization			
	1) HIS 121 Origins Of Western Civilization	3	B+	SP-18
No	6. Other World Civilizations			
Yes	7. Humanities			
	1) ENG 102 Literature & Composition	3	B	FA-17
No	8. The Arts			
No	9. Foreign Language			

Note: Credits will appear as 0 if course is a dual category match. Credits can only count once per course.

Assessment of General Education Student Learning Outcomes

In accordance with the guidelines set by the State University of New York, Clinton Community College has developed a comprehensive plan for assessing general education student learning outcomes. Outcomes from each of the ten knowledge and skill areas and the two competencies are assessed following a three-year cycle. CCC's plan embraces a course-embedded approach to assessment, as these assessments are most closely aligned with teaching and learning. Student learning is measured directly using a post-test methodology that employs the use of test questions, portfolios, demonstrations, projects, and papers. Assessment measures are selected specifically to address the learning outcomes articulated on pp. 7 – 8.

When a course is scheduled to be assessed, all sections of that course must be included in the assessment, regardless of the format in which they are delivered (on-campus, hybrid, distance learning, or CAP). If a general education course has a pre-requisite that meets the same SUNY General Education knowledge and skill area and is being assessed, the upper-level general education course does not need to be included in the formal assessment. For example, although BIO102 is a general education course in the Natural Sciences category, general education assessment of BIO102 is not required because it has BIO101 as a pre-requisite, which is already assessed for Natural Sciences general education learning objectives.

Student learning across courses is assessed to help us to understand how the students are collectively achieving the general education learning outcomes. The data collected are used to improve learning within courses (or across multi-section courses) and to help identify strengths and weakness of the overall general education program. It is important to emphasize that assessment is a continuous process of investigation and improvement; the gathering of data is just one step in this process. In order for assessment to be meaningful, it must include a plan for reviewing the data, making recommendations for improvements, and implementing those recommendations. After this occurs, the next logical step would be to reassess the student learning outcomes, followed by a review of the data to determine if they provide any evidence that the implemented changes were effective in improving learning or indicate that other changes should be made. Due to its cyclical nature, the process is often referred to as an 'assessment loop'.

Timetable for Assessment of General Education Learning Outcomes

C Y C L E 5	YEAR 13 (2014-15)	American History Basic Communication Foreign Language Information Management
	YEAR 14 (2015-16)	The Arts Mathematics Social Sciences Western Civilization
	YEAR 15 (2016-17)	Critical Thinking Humanities Natural Sciences Other World Civilizations
C Y C L E 6	YEAR 16 (2017-18)	American History Basic Communication Foreign Language Information Management
	YEAR 17 (2018-19)	The Arts Mathematics Social Sciences Western Civilization
	YEAR 18 (2019-20)	Critical Thinking Humanities Natural Sciences Other World Civilizations
C Y C L E 7	YEAR 16 (2020-21)	American History Basic Communication Foreign Language Information Management
	YEAR 17 (2021-22)	The Arts Mathematics Social Sciences Western Civilization
	YEAR 18 (2022-23)	Critical Thinking Humanities Natural Sciences Other World Civilizations

The Stages of the Assessment Process at Clinton Community College

This section contains practical information for faculty members teaching an existing general education course(s). If a course is being assessed for the first time, the Student Learning Outcomes Assessment Coordinator will work directly with the faculty involved and provide guidance during the development of the assessment planning grid and instruments. Adjunct faculty members who are teaching a course that is not taught by a full-time faculty member and assessment materials have not been developed to measure the general education learning outcomes for that course will be compensated for developing the general education materials and submitting all documents on time to the Student Learning Outcomes Assessment Coordinator (see [Appendix A](#)). Additionally, in the event that an adjunct faculty member is the only instructor for an existing general education course during the semester in which the course is scheduled to assess its general education learning outcomes, the adjunct faculty member who teaches the course will enter into an agreement to be compensated for implementing the existing assessment tools and submitting all required assessment materials to the Student Learning Outcomes Assessment Coordinator (see [Appendix B](#)).

STAGE I: PLANNING

At the end of the spring semester, the Student Learning Outcomes Assessment Coordinator will contact the full and part-time faculty who are scheduled to teach a general education course that is to be assessed the following academic year (see timetable found on p. 21). At that time, those faculty members will receive copies of the following documents via email:

- Assessment planning grid from previous cycle
- Assessment results grid from previous cycle
- Survey responses from previous cycle
- Assessment tools/rubrics (if requested)

During the planning stage, faculty members review and update the assessment documents, as described below. For multi-section courses taught by more than one instructor, faculty members should coordinate their efforts via face-to-face meetings or email.

Review the planning grid.

- Verify that course objectives are applicable and measurable. Make sure that the objectives clearly define what the students are expected to do to demonstrate that learning occurred. Use verbs that define a specific behavior like “define”, “identify”, and “compare”. Avoid verbs like “understand” or “appreciate”, which are difficult to define and measure.
- Make sure the assessment instrument(s) are clearly identified.
- Make sure the planning grid includes a definition of the achievement levels for each of the learning outcomes (i.e., the criteria by which students are assigned to the categories *exceeding the standard*, *meeting the standard*, *approaching the standard*, and *failing the standard*.) In addition, you may want to define the achievement levels per course objective.

Note: Planning grids for individual courses can be found in General Education Assessment Repository SharePoint site and in the Information Repository. An example of an assessment planning grid is found in [Appendix C](#).

Review the assessment tool(s).

- Update the assessment tool(s), as necessary. If significant revisions are made to the assessment instruments, this should be noted on the assessment planning grid to avoid inappropriate comparisons or erroneous conclusions based on the results from consecutive cycles.

Submit the updated documents.

- Send the updated planning grid and assessment instrument(s) to the Student Learning Outcomes Assessment Coordinator who will keep both an electronic and paper copy of these documents. Planning grids will be posted in Public Folders.

STAGE II: IMPLEMENTATION

General education courses are normally assessed in the fall semester. Exceptions to this are made on a case-by-case basis. Some examples of these are courses that are not offered in the fall semester, courses that are taught by a new faculty member, and courses that are taught by a faculty member who has multiple assessments to implement in the fall semester. For courses with low enrollment that are offered in fall and spring, collecting data from both semesters is encouraged since the greater number of results may lead to more meaningful interpretations of the data. Changes to the assessment timeline should be discussed with the Student Learning Outcomes Assessment Coordinator.

During the implementation stage, faculty members collect evidence of student learning.

Determine if assessment data are to be collected for all students or for a sample.

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

This decision should be made before the start of the semester in which the assessment is to be given, according to the Assessment Timetable. If the sample option is chosen, the Student Learning Outcomes Assessment Coordinator will draw the random sample and will distribute the list of students to be included in the sample to the faculty involved.

Implement the assessment instrument.

If multiple assessment instruments are given over the course of the semester, student outcomes data must be carefully tracked. The general education assessment tool may be a stand-alone assessment instrument, or it may be incorporated into a broader assessment instrument. Only those items that are being used to assess the general education learning outcomes should be reported back for these purposes.

The weighting of the general education assessment in the students' final grades is up to the individual instructors or departments. However, it is strongly recommended that the assessment count towards some part of the students' grades so that the students take it seriously and the results you get back are more likely to be reflective of their actual learning.

If faculty need any specific items to deliver the assessment instrument, such as pencils and Scantron sheets, they are asked to please contact the Student Learning Outcomes Assessment Coordinator.

Score the assessment instrument(s).

Faculty should score the assessments completed by the students.

Tally the results.

Faculty members, or a lead faculty member, are expected to tally the results themselves. Students should be assigned to the appropriate achievement level, according to the criteria indicated on the planning grid.

Note: There is no minimum retention time specified for examinations used as part of general education assessment. These tests should be treated in the same way as other completed examinations. The minimum retention time for completed examination test papers and answer sheets for community colleges is *6 months after course completion*.¹

Record results in a results grid.

After the data are compiled and the students are assigned to the appropriate achievement category, the information is recorded in an assessment results grid and forwarded to the Student Learning Outcomes Assessment Coordinator. Both the counts and the percentage are noted for each category.

If assessment data for each of the course-level objectives are available, the grid may contain results for both course-level objectives and the learning outcome(s). The criteria for assigning students to the appropriate achievement level for each General Education Learning Outcome (and for the course objectives, if applicable) should be clearly defined on the assessment planning grid.

An example of a completed assessment results grid is found in [Appendix D](#).

¹ *Records Retention and Disposition Schedule CO-2*, Section 185.13 8NYCRR (Appendix J), Community College, Paragraph 6.[121] The University of the State of New York; The State Education Department. New York State Archives. 1990, revised 2006.

STAGE III: REFLECTING AND MAKING RECOMMENDATIONS

A copy of the results grid containing aggregate course data is emailed by the Student Learning Outcomes Assessment Coordinator to the faculty involved in that assessment and to the appropriate department chairperson. A copy is also posted in the Information Repository and the General Education Assessment Repository. At that time, faculty assessors will also receive a copy of the CCC General Education Assessment Survey.

Review and reflect upon the assessment results.

Faculty involved in the assessment should review the data contained in the results grid. Major findings of the assessment should be noted, along with any challenges faced and/or successes revealed in the process.

Make recommendations for improvement.

Based on the assessment results and the discussions with other faculty members involved in the assessment, recommendations for improving the learning process should be made. Recommendations may also be made for improving the assessment instrument(s) and the assessment process itself.

Complete the General Education Assessment Survey

The Student Learning Outcomes Assessment Coordinator will send the survey to the appropriate faculty members for their feedback. For courses taught by multiple instructors, one survey should be submitted containing the collective feedback of the faculty involved. Survey responses should be directly related to the two items above, namely, reflecting on the results and making recommendations for improvement. Completed surveys should be submitted to the General Education Coordinator.

The information provided via the surveys acts as a formal record of the reflection and recommendation stage of the assessment process, and this feedback becomes the basis of the planning phase of the next cycle of assessment. In addition, survey responses are incorporated into other documents, such as the *SUNY Assessment of Student Learning Outcomes in General Education Summary Report*, CCC Program Reviews, and Middle States reports.

The General Education Assessment Survey template is found in [Appendix E](#).

Timeline for Submission of General Education Assessment Materials

All general education courses that are scheduled for assessment are expected to submit a completed planning grid, assessment tool(s), results grid, and follow-up survey by the deadlines listed below. If these dates cannot be met, a request for an extension must be submitted to both the Student Learning Outcomes Coordinator and Vice President for Academic Affairs. The request should include an explanation of why the deadline(s) cannot be met and a proposed date by which the overdue document(s) will be submitted.

All sections of a course are to be assessed, regardless of the format in which they are delivered (on-campus, hybrid, distance learning, or CAP). The Student Learning Outcomes Coordinator compiles the results from all sections of a given course (on-campus, hybrid, distance learning, and/or CAP), and the aggregate results are included in the General Education Campus Report.

Courses assessed during the fall semester (full semester)

- Planning grid & tool: September 15th
- Assessment results grid: February 15th
- Follow-up survey: March 1st

Courses assessed during the fall semester (1st 7 weeks)

- Planning grid & tool: September 1st
- Assessment results grid: February 15th
- Follow-up survey: March 1st

Courses assessed during the fall semester (2nd 7 weeks)

- Planning grid & tool: October 1st
- Assessment results grid: February 15th
- Follow-up survey: March 1st

Courses assessed during the spring semester (full semester)

- Planning grid & tool: February 15th
- Assessment results grid: August 31st
- Follow-up survey: September 15th

Courses assessed during the spring semester (1st 7 weeks)

- Planning grid & tool: February 1st
- Assessment results grid: August 31st
- Follow-up survey: September 15th

Courses assessed during the spring semester (2nd 7 weeks)

- Planning grid & tool: March 1st
- Assessment results grid: August 31st
- Follow-up survey: September 15th

Reporting General Education Learning Outcomes Assessment Data

Two reports are used to record and report aggregate assessment data.

The *Assessment of Student Learning Outcomes in General Education Campus Report* (see [Appendix F](#)) is used to present the aggregate data for the general education knowledge and skills areas and competencies that were assessed in the previous academic year. Percentages for exceeding, meeting, approaching, and failing the standard are recorded for each general education learning outcome assessed.

The *Assessment of Student Learning Outcomes in General Education Summary Report* (see [Appendix G](#)) is used to provide a brief narrative summary of the assessment of student learning outcomes in the general education courses that were assessed in the previous academic year. The information for the summary report is taken directly from the responses of the assessment follow up survey completed by faculty assessors. The report includes the major findings of the assessment results and recommendations for improvement.

The two reports are submitted annually to the VPAA no later than October 15 and are posted in the General Education Assessment Repository and Information Repository.

APPENDICES

APPENDIX A

Procedure for the Development of General Education Assessment Materials by an Adjunct Faculty Member

The procedure below applies only to the development of the assessment materials. A separate agreement will be entered into for the implementation of the assessment, including the collecting, compiling, and reporting of assessment results. See the *Procedure for Participation in General Education Assessment Activities for a Course Taught Exclusively by an Adjunct Faculty Member*.

In the event that an approved general education course is not taught by a full-time faculty member and assessment materials have not been developed to measure the general education learning outcomes for that course, an adjunct faculty member who teaches the course will enter into an agreement to be compensated for developing the associated general education assessment materials and submitting all materials to the Student Learning Outcomes Assessment Coordinator (SLOAC).

The development process includes:

- 1) translating SUNY learning outcomes into course-specific objectives,
- 2) determining the method by which the objectives will be measured,
- 3) setting standards to indicate how students will be assigned to one of the achievement levels (exceeding, meeting, approaching, or failing the standard),
- 4) completing an assessment planning grid, and
- 5) developing the necessary assessment instruments.

The adjunct faculty member will receive guidance throughout the development process from the SLOAC.

When the adjunct faculty member has completed the development and submitted the materials, the SLOAC will complete the *Request for Payment for the Development of General Education Assessment Materials* form (attached) and forward it to the Vice President for Academic Affairs.

Upon approval, the VPAA will initiate the payment to the faculty member by notifying payroll personnel. The adjunct faculty members will be paid a \$100 stipend, per course, for the development of the aforementioned assessment materials.

The original request form, with appropriate signatures, is filed in the Office of the Vice President for Academic Affairs with copies provided to the Student Learning Outcomes Assessment Coordinator and the faculty member to be compensated.

**REQUEST FOR PAYMENT FOR THE DEVELOPMENT OF
GENERAL EDUCATION ASSESSMENT MATERIALS
(Adjunct Faculty Only)**

Use this form to request payment for the development of materials to be used in the assessment of general education learning outcomes for a course taught exclusively by adjunct faculty.

- The stipend is \$100 per course.
- Submit a separate request for each course for which assessment materials were developed.

Name of adjunct faculty member to be compensated: _____

Course number and title: _____

Department: _____

General education category: _____

Semester and year assessment will be implemented: _____

1. **Student Learning Outcomes Assessment Coordinator:**

I certify that the above-named faculty member has satisfactorily completed and submitted all required materials related to the development of general education assessment materials for the indicated course.

Signature: _____ Date: _____

2. **Vice President for Academic Affairs:** ___Approved ___Disapproved

Signature: _____ Date: _____

If disapproved, rationale: _____

The original form is to be filed in the Office of the VPAA. Copies are to be distributed to the Student Learning Outcomes Assessment Coordinator and the adjunct faculty member to be compensated.

APPENDIX B

Procedure for Participation in General Education Assessment Activities for a Course Taught Exclusively by an Adjunct Faculty Member

The procedure below applies only to the implementation of the assessment of general education learning outcomes, including the collecting, compiling, and reporting of assessment results. If the general education course is being assessed for the first time and the adjunct faculty member is also responsible for the development of the planning grid and assessment instruments, the *Procedure for The Development of General Education Assessment Materials by an Adjunct Faculty Member* should be followed prior to employing this procedure.

In the event that an adjunct faculty member is the *only* instructor for an existing general education course during the semester in which the course is scheduled to assess its general education learning outcomes, the adjunct faculty member who teaches the course will enter into an agreement to be compensated for implementing the assessment and submitting all required related assessment materials to the Student Learning Outcomes Assessment Coordinator (SLOAC).

These materials shall include:

- 1) an updated assessment planning grid,
- 2) updated assessment instruments,
- 3) an assessment results grid, and,
- 4) a follow-up assessment survey.

The adjunct faculty member will receive guidance throughout the assessment process from the SLOAC.

When the adjunct faculty member has implemented the assessment and submitted the assessment materials, the SLOAC will complete the *Request for Payment for Participation in General Education Assessment Activities* form (attached) and forward it to the Vice President for Academic Affairs.

Upon approval, the VPAA will initiate the payment to the faculty member by notifying payroll personnel. The adjunct faculty member will be paid a \$100 stipend, per course, for completing the assessment and submitting the materials.

The original request form, with appropriate signatures, is filed in the Office of the Vice President for Academic Affairs with copies provided to the Student Learning Outcomes Assessment Coordinator and the faculty member to be compensated.

**REQUEST FOR PAYMENT FOR PARTICIPATION IN
GENERAL EDUCATION ASSESSMENT ACTIVITIES
(Adjunct Faculty Only)**

Use this form to request payment for implementation of the assessment of general education learning outcomes and submission of all required assessment materials for a course taught exclusively by an adjunct faculty member.

- The stipend is \$100 per course.
 - Submit a separate request for each course for which assessment materials were submitted.
-

Name of adjunct faculty member to be compensated: _____

Course number and title: _____

Department: _____

General education category: _____

Semester and year assessment will be implemented: _____

3. Student Learning Outcomes Assessment Coordinator:

I certify that the above-named faculty member has satisfactorily completed and submitted all required materials related to the assessment of general education learning outcomes for the indicated course.

Signature: _____ Date: _____

4. Vice President for Academic Affairs: ___Approved ___Disapproved

Signature: _____ Date: _____

If disapproved, rationale: _____

— *The original form is to be filed in the Office of the VPAA. Copies are to be distributed to the Student Learning Outcomes Assessment Coordinator and the adjunct faculty member to be compensated.*

APPENDIX C

**CLINTON COMMUNITY COLLEGE
ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION
SOCIAL SCIENCES – SOC 101: INTRODUCTION TO SOCIOLOGY (Spring 2019)
PLANNING GRID**

SUNY Learning Outcome	CCC Course Objectives To be Measured <i>Students will be able to:</i>	Sample Assessment Measure										
<p align="center"><u>Outcome 1</u></p> <p>Understanding of the methods scientists use to explore social phenomenon, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.</p> <table border="1" data-bbox="121 868 680 1044"> <thead> <tr> <th colspan="2">Learning Outcome 1 Achievement Levels</th> </tr> </thead> <tbody> <tr> <td>21 – 23 points</td> <td>Exceeds</td> </tr> <tr> <td>16 – 20 points</td> <td>Meets</td> </tr> <tr> <td>12 – 15 points</td> <td>Approaches</td> </tr> <tr> <td>0 – 11 points</td> <td>Fails</td> </tr> </tbody> </table>	Learning Outcome 1 Achievement Levels		21 – 23 points	Exceeds	16 – 20 points	Meets	12 – 15 points	Approaches	0 – 11 points	Fails	<p>1. Describe the process of social science research.</p>	<p>#41 on Cumulative Final Exam (Essay) Exceeds: 18-20 points Meets: 14-17 points Approaches: 12-13 points Fails: 0-11 points</p>
	Learning Outcome 1 Achievement Levels											
21 – 23 points	Exceeds											
16 – 20 points	Meets											
12 – 15 points	Approaches											
0 – 11 points	Fails											
<p>2. Distinguish among the most common research methodologies used by sociologists.</p>	<p>#22, 37, 40 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct Fails: 0 correct</p>											
<p align="center"><u>Outcome 2</u></p> <p>Knowledge of major concepts, models and issues in at least one discipline in the social sciences.</p>	<p>3. Define sociology as a discipline and distinguish sociology from other social sciences</p>	<p>#1, 10, 27 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct Fails: 0 correct</p>										
	<p>4. Distinguish among the different theoretical approaches used in sociology and use the theories in a practical application.</p>	<p>#14, 18, 24, 26, 28, 30, 34, 35, 39 on Cumulative Final Exam Exceeds: 9 correct Meets: 6-8 correct Approaches: 3-5 correct Fails: 0-2 correct</p>										

<table border="1"> <tr> <th colspan="2">Learning Outcome 2 Achievement Levels</th> </tr> <tr> <td>33 – 36 points</td> <td>Exceeds</td> </tr> <tr> <td>25 – 32 points</td> <td>Meets</td> </tr> <tr> <td>15 – 24 points</td> <td>Approaches</td> </tr> <tr> <td>0 – 14 points</td> <td>Fails</td> </tr> </table>	Learning Outcome 2 Achievement Levels		33 – 36 points	Exceeds	25 – 32 points	Meets	15 – 24 points	Approaches	0 – 14 points	Fails	<p>5. Define culture, list its components, describe its purpose and demonstrate awareness of cultural diversity both within and among societies</p>	<p>#13, 16, 21 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct. Fails: 0 correct</p>
	Learning Outcome 2 Achievement Levels											
	33 – 36 points	Exceeds										
	25 – 32 points	Meets										
	15 – 24 points	Approaches										
	0 – 14 points	Fails										
	<p>6. Define society and describe how the individual is linked to and affected by society.</p>	<p>#3, 17, 19 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct. Fails: 0 correct</p>										
	<p>7. Describe how people are taught the way of life of their society.</p>	<p>#2, 9, 12 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct. Fails: 0 correct</p>										
<p>8. Define deviance and distinguish among different explanations for what produces deviant behavior.</p>	<p>#11, 20, 38 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct. Fails: 0 correct</p>											
<p>9. Describe the origins and consequences of living in a stratified society.</p>	<p>#4, 5, 7 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct. Fails: 0 correct</p>											
<p>10. Explain the ways that stratification systems develop around social class, race, ethnicity, gender, and the consequences to people who are devalued because of their social group membership.</p>	<p>#8, 15, 23, 29, 31, 32 on Cumulative Final Exam Exceeds: 6 correct Meets: 4-5 correct Approaches: 2-3 correct Fails: 0-1 correct</p>											
<p>11. Define social change and describe how social change occurs.</p>	<p>#25, 33, 36 on Cumulative Final Exam Exceeds: 3 correct Meets: 2 correct Approaches: 1 correct. Fails: 0 correct</p>											

APPENDIX D

**ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION
MATHEMATICS –MAT103: FINITE MATHEMATICS (SPRING 2019)
ASSESSMENT RESULTS**

SUNY Learning Outcomes	CCC Course Objectives Measured	# and % Exceeding Standard	# and % Meeting Standard	# and % Approaching Standard	# and % Failing Standard
	Students will be able to:				
1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics.	<ul style="list-style-type: none"> Identify the type of slopes of linear equations given their graphs Determine whether a given relation is a function Classify the type of linear system (consistent or inconsistent) and the types of equations in the system (dependent or independent) 				
Overall Results for Outcome Total # of students assessed = 74 # of students in sample = 34		6 (17.6%)	17 (50%)	11 (32.4%)	0 (0%)
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.	<ul style="list-style-type: none"> Write the equation of a line given two points on the line Represent the solution of a linear inequality in one variable graphically (on a number line) and symbolically (in interval form) Write an equation for a function that has undergone a sequence of transformations 				
Overall Results for Outcome Total # of students assessed = 74 # of students in sample = 34		12 (35.3%)	10 (29.4%)	8 (23.5%)	4 (11.8%)
3. Students will demonstrate the ability to use arithmetical, algebraic, geometric and statistical methods to solve problems	<ul style="list-style-type: none"> Compute a future balance using the compound interest formula Use combinatorics to determine the number of possible groups that can be formed Find the probability for a union of two events 				
Overall Results for Outcome Total # of students assessed = 74 # of students in sample = 34		1 (2.9%)	9 (26.5%)	14 (41.2%)	10 (29.4%)

<p>4. Students will demonstrate the ability to estimate and check mathematical results for reasonableness.</p>	<ul style="list-style-type: none"> • Determine which ordered pairs are solutions of a system of inequalities • Determine which values could represent the probability of an event 				
<p>Overall Results for Outcome Total # of students assessed = 74 # of students in sample = 34</p>		<p>6 (17.6%)</p>	<p>17 (50%)</p>	<p>9 (26.5%)</p>	<p>2 (5.9%)</p>

<p>5. Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.</p>	<ul style="list-style-type: none"> • Analyze data and make a determination as to the appropriate regression model to be applied • Determine whether or not a predication should be made using a regression equation 				
<p>Overall Results for Outcome Total # of students assessed = 74 # of students in sample = 34</p>		<p>4 (11.8%)</p>	<p>6 (17.6%)</p>	<p>17 (50%)</p>	<p>7 (20.6%)</p>

APPENDIX E

GENERAL EDUCATION ASSESSMENT SURVEY Seventh Three-Year Cycle (Fall 2020 – Spring 2023)

Course Information

Number and Name of Course: [Click here to enter text.](#)

SUNY General Education Requirement Category: Choose an item.

Additional SUNY General Education Requirement Category: Choose an item.

Academic Department: Choose an item.

Year course was assessed during this cycle: Choose an item.

Semester course was assessed (choose all that apply): Fall Spring

Instructor(s) involved with the assessment of the course during this cycle:

* Indicates an adjunct faculty member **Indicates a CAP instructor

[Click here to enter text.](#)

Assessment Implementation and Results

- 1. In the course of conducting this cycle of assessment, were there any significant deviations from the 7th Cycle General Education Assessment Plan that was approved by Faculty Council? (For example, deferring assessment to a later date, failing to assess all General Education objectives, etc.)** (Select one of the responses below.)

No, there were no deviations from the assessment plan.

Yes. [Please comment on why it was necessary to make these changes and how these changes may have affected the reported results, if at all.]

[Click here to enter text.](#)

2. **During this cycle of assessment, did you develop new assessment tools or revise the tools used during the previous cycle?** (Select one of the responses below.)

No, there were no changes to the assessment tools that were used in the previous cycle of assessment.

Yes, this is the first time the course was assessed. [Please describe the type of assessment tools that were developed to assess the learning outcomes in your course.]

Click here to enter text.

Yes, the assessment tools were revised since the last cycle of assessment. [Please describe the revisions that were made to the assessment tools.]

Click here to enter text.

3. **What were the greatest challenges you faced in conducting this cycle of assessment?**

Click here to enter text.

4. **What were the major findings of this assessment? Please refer to the completed results grid when addressing this question and use data to support statements.**

Click or tap here to enter text.

5. **Closing the Loop: Did the findings of this cycle of assessment provide any useful information as to the effectiveness of programmatic or instructional changes that were made as a result of the previous cycle of assessment? Explain. [Please refer to the response to question #5 on previous survey.]**

Click or tap here to enter text.

6. **Based on the findings of this cycle of assessment, what recommendations do you have regarding future programmatic or instructional improvements? How do you plan to implement these recommendations? Indicate the timeframe and resources needed for implementation.**

Click or tap here to enter text.

7. **What types of additional information and/or support would be helpful in facilitating the assessment of general education learning outcomes in your course?**

No additional information or support is needed.

The following information or support would be helpful:

Click or tap here to enter text.

APPENDIX F

ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION

CAMPUS REPORT

Campus: Clinton Community College **Academic Year:** _____
{specify name of branch campus, if relevant}

Knowledge and Skills Areas / Competencies	Learning Outcome	Information			Results ²			
		Date of Assessment Semester/Year	Students Assessed		% Exceeding Standards	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
			n	% ³				
Mathematics	Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics							
	Represent mathematical information symbolically, visually, numerically and verbally							
	Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems							
	Estimate and check mathematical results for reasonableness							
Natural Sciences	Recognize the limits of mathematical and statistical methods							
	Application of scientific data, concepts, and models in one of the natural sciences							
Social Sciences	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							
	Knowledge of major concepts, models and issues of at least one discipline in the social sciences							
American History	Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society							
	Knowledge of common institutions in American society and how they have affected different groups							
	Understanding of America's evolving relationship with the rest of the world							
Western Civilization	Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization							
	Relate the development of Western civilization to that of other regions of the world.							

² Each student should be counted only once and the four percentages should total 100%.

³ As a percentage of the students enrolled in courses intended to address this learning outcome.

ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION

CAMPUS REPORT (Page 2)

Knowledge and Skills Areas / Competencies	Learning Outcome	Information		Results				
		Date of Assessment Semester/Year	Students Assessed		% Exceeding Standards	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
			n	%				
Other World Civilizations	Knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization							
Humanities	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							
The Arts	Understanding of at least one principal form of artistic expression and the creative process inherent therein							
Foreign Language	Basic proficiency in the understanding and use of a foreign language							
	Knowledge of the distinctive features of culture(s) associated with the language they are studying							
Basic Communication	Produce coherent texts within common college-level written forms							
	Demonstrate the ability to revise and improve such texts							
	Research a topic, develop an argument, and organize supporting details							
	Develop proficiency in oral discourse							
Critical Thinking (Reasoning)	Evaluate an oral presentation according to established criteria							
	Identify, analyze, and evaluate arguments as they occur in their own or other's work							
Information Management	Develop well-reasoned arguments							
	Perform the basic operations of personal computer use							
	Understand and use basic research techniques							
	Locate, evaluate and synthesize information from a variety of sources							

APPENDIX G



ASSESSMENT OF STUDENT LEARNING OUTCOMES IN GENERAL EDUCATION SUMMARY REPORT

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

Name of Institution: _____ Academic Year: _____

- I. Program improvements made as a result of the previous assessment of General Education:
- II. In the course of conducting this cycle of assessment, were there any significant deviations from the plan that was approved by the General Education Assessment Review (GEAR) Group? If so, please comment on why the campus felt that it was necessary to make these changes and how these changes may have affected the reported results, if at all.
- III. Major findings of this assessment:
- IV. Action to be taken in addressing these assessment findings:

Chief Academic Officer: _____ Date: _____