

# **GENERAL EDUCATION ASSESSMENT HANDBOOK**

**2024-2025**



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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:

Maggie Courson  
Student Learning Outcomes Assessment Coordinator  
Room 549M  
518-562-4391  
[maggie.courson@clinton.edu](mailto:maggie.courson@clinton.edu)

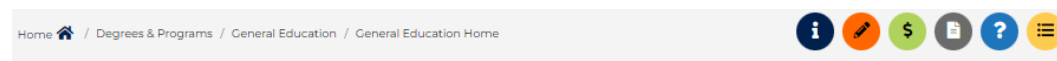
## Resources: General Education Information Available on Website

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:

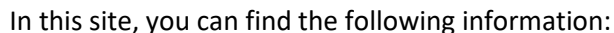
- Description of CCC's General Education Program
- SUNY General Education Requirements for A.A./A.S./A.A.S./A.O.S. degrees
- List of approved courses in each general education category (SUNY-GE and SUNY-GER)
- Overview of the general education learning outcomes assessment process



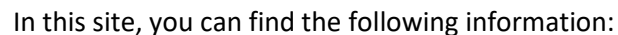
<div>General Education Home</div> <div>SUNY General Education (SUNY-GE) Framework Fall 2023 or Later</div> <div>SUNY General Education Requirement (SUNY-GER) Prior to Fall 2023</div> <div>Transfer of General Education Credits</div> <div>General Education Assessment</div>	<h3>General Education</h3> <p>General 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.</p> <h4>Statement of General Education Mission</h4> <p>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 Trustees, with modifications by curricula.</p>	<p><b>LOCATION:</b> Moore Bldg., 5th Floor Room 549M Phone: 518-562-4391</p> <p><b>STAFF:</b> <a href="#">Maggie Courson</a> Student Learning Outcomes Assessment Coordinator</p>
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*"Education is not the answer to the question. Education is the means to answer all questions."*  
~William Allin

## 1. General Education



- ## 2. General Education Assessment Repository



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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.

## **SUNY General Education Framework Credit and Category Requirements (SUNY-GE) -Fall 2023 or Later**

### **For A.A., A.S., B.A., B.S. degree programs, the following credit and category requirements apply:**

(For students starting in degree in Fall 2023 or later)

- At least 30 credits of SUNY GE-approved general education 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:**

(For students starting in degree in Fall 2024 or later)

- At least 20 credits of SUNY GE-approved general education 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:**

(For students starting in degree in Fall 2024 or later)

- A minimum of zero credits of SUNY GE-approved general education 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)

## General Education Categories with Learning Outcomes

The General Education Program of the College consists of ten Knowledge and Skill Areas and two Core Competencies. They are as follows:

### I. KNOWLEDGE AND SKILL AREAS

#### **COMMUNICATION-WRITTEN AND ORAL (SUNY GE-1\*)**

**SUBCATEGORIES: ORAL COMMUNICATION (SUNY GE-2\*); WRITTEN COMMUNICATION (SUNY GE-3\*)**

Students successfully completing a course in this category will:

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

#### **DIVERSITY: EQUITY, INCLUSION, AND SOCIAL JUSTICE (SUNY GE-4\*)**

Students successfully completing a course in this category will:

1. describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
2. analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
3. apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

#### **MATHEMATICS AND QUANTITATIVE REASONING (SUNY GE-5\*)**

Students successfully completing a course in this category will demonstrate mathematical skills and quantitative reasoning, including the ability to:

1. interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
2. represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
3. employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

#### **NATURAL SCIENCES AND SCIENTIFIC REASONING (SUNY GE-6\*)**

Students successfully completing a course in this category will demonstrate scientific reasoning applied to the natural world, including:

1. an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
2. application of scientific data, concepts, and models in one of the natural (or physical) sciences.

#### **HUMANITIES (SUNY GE-7\*)**

Students successfully completing a course in this category will:

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



**SOCIAL SCIENCES (SUNY GE-8\*)**

Students successfully completing a course in this category will:

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

**THE ARTS (SUNY GE-9\*)**

Students successfully completing a course in this category will:

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

**US HISTORY AND CIVIC ENGAGEMENT (SUNY GE-10\*)**

Students successfully completing a course in this category will:

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

**WORLD HISTORY AND GLOBAL AWARENESS (SUNY GE-11\*)**

Students successfully completing a course in this category will:

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

**WORLD LANGUAGES (SUNY GE-12\*)**

Students successfully completing a course in this category will:

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

*\* Reflects new SUNY General Education category ID assigned in 2023*

## **II. CORE COMPETENCIES**

### **CRITICAL THINKING AND REASONING**

Students will:

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

### **INFORMATION LITERACY**

Students will:

1. locate information effectively using tools appropriate to their need and discipline;
2. evaluate information with an awareness of authority, validity, and bias; and
3. demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

## SUNY General Education Credit and Category Requirements (SUNY-GER) -Prior to Fall 2023

The Board of Trustees of the State University of New York adopted a General Education Requirement which requires all associate of arts, associate of science, and baccalaureate degree candidates to complete a comprehensive general education curriculum as a condition of graduation.

### For A.A., A.S., B.A., B.S. degree programs, the following credit and category requirements apply:

(For students starting in degree prior to Fall 2023)

- At least 30 credits of SUNY GER-approved general education coursework
- A minimum of seven (of ten) Knowledge and Skills Areas, including the two specifically required (Basic Communication and Mathematics)
- The two competencies

### 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 (SUNY GER-22\*)

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 (SUNY GER-21\*)

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 (SUNY GER-12\*)

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 (SUNY 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 (SUNY GER-5\*)**

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 (SUNY GER-6\*)**

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 (SUNY GER-24\*)**

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 (SUNY GER-8\*)**

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 (SUNY GER-9\*)**

Students will demonstrate:

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

**WESTERN CIVILIZATION (SUNY GER-23\*)**

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.

*\* Reflects new SUNY General Education category ID assigned in 2023*

## **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 8 – 13 for one or more of the ten Knowledge and Skills Areas and two Competencies. CCC courses are designated general education courses after being processed as follows:

- The course is first approved as a potential general education course by the academic division in which it is housed.
- A member of the requesting division presents a written proposal, using the SUNY-GE Course Addition Request Form, 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 for final approval.
- If approved, the Student Learning Outcomes Assessment Coordinator (SLOAC) adds the course to the list of approved CCC General Education 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.
- The Administrative Assistant to Vice President for Academic Affairs enters the course's general education designation code into CAMS

## CCC General Education Courses by SUNY-GE Category (2023-2024)

### Communication (Required)

#### [Oral Expression]

COM 101 Public Speaking  
ENV 220 Seminar in Environmental Issues

#### [Written Expression]

ENG 101 English Composition

### Diversity: Equity, Inclusion, and Social Justice (Required)

ENG 102 Literature and Composition  
GWS 101 Intro to Gender and Women's Studies  
SOC 101 Introduction to Sociology

### Mathematics and Quantitative Reasoning (Required)

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 and Scientific Reasoning (Required)

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

### Natural Sciences and Scientific Reasoning (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

### 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  
GWS 101 Intro to Gender and Women's Studies  
MSM 118 Mass Media

### Social Sciences

ANT 101 Cultural Anthropology  
ECO 101 Principles of Microeconomics  
ECO 102 Principles of Macroeconomics  
PSC 100 Government and Politics in America  
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  
ART 108 Introduction to Three-Dimensional Design  
ART 111 Traditional Photography  
ART 113 Digital Photography

### The Arts (continued)

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  
THE 110 Theater and Performance  
THE 115 American Musical Theater

### US History and Civic Engagement

HIS 101 History of Early America  
HIS 102 History of Modern America

### World History and Global Awareness

HIS 121 Origins of Western Civilization  
HIS 122 Western Civilization in the Modern Era  
HIS 132 History of the Modern World

### World Languages

ASL 101 American Sign Language I  
ASL 102 American Sign Language II  
FRE 101 Elementary French I  
FRE 101P Elementary French for the Professions  
FRE 102 Elementary French II  
FRE 201 Intermediate French I  
FRE 202 Intermediate French II  
SPA 101 Elementary Spanish I  
SPA 101P 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

## II. CORE COMPETENCIES

### **Critical Thinking and Reasoning**

ENG 102 Literature and Composition

*Infusion\*\**

### **Information Literacy**

LIB 101 Library Research Skills

SCI 110 Foundational Skills in Science

*Infusion\*\**

*\*\* The core competency is meaningfully addressed in one or more of the courses in the degree program. Students are considered to have satisfied the general education competency by infusion when they complete all degree requirements.*

## General Education Requirements for Transfer Programs

### **For Transfer to SUNY Institutions**

SUNY receiving institutions must accept a general education category as met by the sending institution if it is indicated on the General education Addendum Transcript (GETA). However, this does not automatically mean that the *course* is guaranteed to transfer.

If a SUNY sending institution certifies that a student has completed the SUNY General Education requirements, then the receiving institution must accept the full requirement as being met.

### **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. There are two GETA options available in Report Manager. The one you select depends on the year in which the student matriculated into the degree. To determine the year, you can check the Revision Term in the student's Degree Audit.

MY STUDENTS ► STUDENT OPTIONS ► STUDENT AUDIT						
Report	Degree	Program	Revision Term	Credits Required	Credits Completed	Status
<b>Detail</b>	* Associate of Arts	Liberal Arts: Humanities & Social Science	FA-23	60.00	0.00	Remaining

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

- 1) From a campus computer connected to the 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 appropriate report based on the year of matriculation into program
  - a. **Gen Ed Transcript Addendum (GETA)- Prior to Fall 2023**
  - b. **Gen Ed Transcript Addendum (GETA)- Fall 2023 and After**
- 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 Knowledge and Skill Areas and indicates whether the category has been met. All courses taken by the student that satisfy a category 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.

## Two Examples of a Student General Education Transcript Addendum (GETA)

### Example 1: Gen Ed Transcript Addendum (GETA)- Prior to Fall 2023; Degree Type and Revision Term: A.S. Degree, FA-22

MET		CREDITS	GRADE	TERM
No	5. Mathematics (and Quantitative Reasoning) (Required)			
Yes	21. Basic Communication (GER) (Required)			
	1) COM 101 Public Speaking: Oral Component	3	B	FA-22
	2) ENG 101 English Composition: Written Component	3	B+	FA-22
No	6. Natural Sciences (and Scientific Reasoning)			
No	7. Humanities			
Yes	8. Social Sciences			
	1) PSY 101 Introduction To Psychology	3		(Tran)
	2) SOC 101 Introduction To Sociology	3	B-	SP-23
Yes	9. The Arts			
	1) ART 100 Art Appreciation	3	B+	FA-23
No	12. World (Foreign) Languages			
Yes	22. American History (GER)			
	1) HIS 101 History Of Early America	3		(Tran)
	2) HIS 102 History Of Modern America	3		(Tran)
No	23. Western Civilization (GER)			
No	24. Other World Civilizations (GER)			

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

**Example 2: Gen Ed Transcript Addendum (GETA)- Fall 2023 and After; Degree Type and Revision Term: A.S. Degree; FA-23**

MET	CATEGORY (At Least seven required)	CREDITS	GRADE	TERM
No	1. Communication - Written and Oral			
Yes	2. Communication – Oral (Required)			
	1) COM 101 Public Speaking: Oral Component	3	A-	SP-23
Yes	3. Communication – Written (Required)			
	1) ENG 101 English Composition: Written Component	3	A-	FA-21
Yes	4. Diversity: Equity, Inclusion, and Social Justice (Required)			
	1) ENG 102 Literature & Composition	0	C-	SP-23
	2) SOC 101 Introduction To Sociology	0	B-	SP-23
Yes	5. Mathematics (and Quantitative Reasoning) (Required)			
	1) MAT 161 Elementary Statistics	3	B-	FA-21
	2) MAT 204 College Algebra With Trigonometry II	4	A-	FA-20
Yes	6. Natural Sciences (and Scientific Reasoning) (Required)			
	1) BIO 101 General Biology I	4	B	FA-22
Yes	7. Humanities			
	1) ENG 102 Literature & Composition	3	C-	SP-23
Yes	8. Social Sciences			
	1) PSC 240 State & Local Government	3	B+	SU-23
	2) SOC 101 Introduction To Sociology	3	B-	SP-23
	3) PSY 101 Introduction To Psychology	3	A	FA-22
No	9. The Arts			
Yes	10. US History and Civic Engagement			
	1) HIS 102 History Of Modern America	3	A	FA-22
No	11. World History and Global Awareness			
Yes	12. World (Foreign) Languages			
	1) SPA 201 Intermediate Spanish	3	A-	SP-22
	2) SPA 102 Elementary Spanish II	3	A	FA-21

**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 and Scientific Reasoning category, formal 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 is 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

The eighth cycle of the Clinton Community College General Education Assessment Plan addresses the 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

## 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 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 an electronic copy of these documents. Planning grids will be posted in the General Education Assessment Repository and in the Information Repository.

## STAGE II: IMPLEMENTATION

General education courses are normally assessed in the fall semester although there are several exceptions to this practice, such as 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.

☐ **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 their assessment results. Students should be assigned to the appropriate achievement level, according to the criteria indicated on the planning grid. The SLOAC is available to provide assistance with this task if needed.

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*.<sup>1</sup>

☐ **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](#).

## 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 division coordinator. 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.

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<sup>1</sup> *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.



☐ **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 the Student Learning Outcomes Coordinator. The request should include an explanation of why the deadline(s) cannot be met and a proposed date by which the 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 15<sup>th</sup>
- Assessment results grid: February 15<sup>th</sup>
- Follow-up survey: March 1<sup>st</sup>

### Courses assessed during the fall semester (1<sup>st</sup> 7 weeks)

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

### Courses assessed during the fall semester (2<sup>nd</sup> 7 weeks)

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

### Courses assessed during the spring semester (full semester)

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

### Courses assessed during the spring semester (1<sup>st</sup> 7 weeks)

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

### Courses assessed during the spring semester (2<sup>nd</sup> 7 weeks)

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

## 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 Data 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*.

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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.

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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.

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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										
<div><u>Outcome 1</u> 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.</div> <table><tr><th colspan="2">Learning Outcome 1 Achievement Levels</th></tr><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></table>	Learning Outcome 1 Achievement Levels		21 – 23 points	Exceeds	16 – 20 points	Meets	12 – 15 points	Approaches	0 – 11 points	Fails	1. Describe the process of social science research.	<b>#41 on Cumulative Final Exam (Essay)</b> Exceeds: 18-20 points . Meets: 14-17 points Approaches: 12-13 points . Fails: 0-11 points
	Learning Outcome 1 Achievement Levels											
	21 – 23 points	Exceeds										
16 – 20 points	Meets											
12 – 15 points	Approaches											
0 – 11 points	Fails											
	2. Distinguish among the most common research methodologies used by sociologists.	<b>#22, 37, 40 on Cumulative Final Exam</b> Exceeds: 3 correct . Meets: 2 correct Approaches: 1 correct . Fails: 0 correct										
<div><u>Outcome 2</u> Knowledge of major concepts, models and issues in at least one discipline in the social sciences.</div>	3. Define sociology as a discipline and distinguish sociology from other social sciences	<b>#1, 10, 27 on Cumulative Final Exam</b> Exceeds: 3 correct . Meets: 2 correct Approaches: 1 correct . Fails: 0 correct										
	4. Distinguish among the different theoretical approaches used in sociology and use the theories in a practical application.	<b>#14, 18, 24, 26, 28, 30, 34, 35, 39 on Cumulative Final Exam</b> Exceeds: 9 correct . Meets: 6-8 correct Approaches: 3-5 correct . Fails: 0-2 correct										

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

## 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"> <li>Identify the type of slopes of linear equations given their graphs</li> <li>Determine whether a given relation is a function</li> <li>Classify the type of linear system (consistent or inconsistent) and the types of equations in the system (dependent or independent)</li> </ul>				
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"> <li>Write the equation of a line given two points on the line</li> <li>Represent the solution of a linear inequality in one variable graphically (on a number line) and symbolically (in interval form)</li> <li>Write an equation for a function that has undergone a sequence of transformations</li> </ul>				
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"> <li>Compute a future balance using the compound interest formula</li> <li>Use combinatorics to determine the number of possible groups that can be formed</li> <li>Find the probability for a union of two events</li> </ul>				
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%)

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

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

## APPENDIX E

### GENERAL EDUCATION ASSESSMENT SURVEY Eighth Three-Year Cycle (Fall 2023 – Spring 2026)

#### 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 Division:** 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 7<sup>th</sup> 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 #6 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? (Select one of the responses below.)

- ☐ 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

#### DATA REPORT

Academic Year: \_\_\_\_\_

Knowledge and Skills Areas / Competencies	SUNY-GE Learning Outcome	Information		Results <sup>2</sup>			
		Date of Assessment Semester/Year <sup>3</sup>	Students Assessed n	% Exceeding Standards	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
Communication- Written and Oral	1. Research a topic, develop an argument, and organize supporting details.						
	2. Demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience.						
	3. Evaluate communication for substance, bias, and intended effect.						
	4. Demonstrate the ability to revise and improve written and oral communication.						
Diversity: Equity, Inclusion, and Social Justice	1. Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.						
	2. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.						
	3. Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.						
Mathematics and Quantitative Reasoning	1. Interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics.						
	2. Represent mathematical information symbolically, visually, numerically, or verbally as appropriate.						
	3. Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.						

<sup>2</sup> Each student should be counted only once and the four percentages should total 100%. If assessments have taken place across different courses/course sections, data should be aggregated for the purpose of this report.

<sup>3</sup> Enter the semester(s) the assessment took place.

Knowledge and Skills Areas / Competencies	SUNY-GE Learning Outcome	Information		Results <sup>2</sup>			
		Date of Assessment Semester/Year <sup>3</sup>	Students Assessed n	% Exceeding Standards	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
Natural Sciences and Scientific Reasoning	1. An understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling.						
	2. Application of scientific data, concepts, and models in one of the natural (or physical) sciences.						
Humanities	1. Demonstrate knowledge of the conventions and methods of at least one of the humanities.						
	2. Recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.						
Social Sciences	1. Describe major concepts and theories of at least one discipline in the social sciences.						
	2. Demonstrate an understanding of the methods social scientists use to explore social phenomena.						
The Arts	1. Demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.						
US History and Civic Engagement	1. Demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation.						
	2. Understand the role of individual participation in US communities and government.						
	3. Apply historical and contemporary evidence to draw, support, or verify conclusions.						
World History and Global Awareness	1. Demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world.						
	2. Demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.						



Knowledge and Skills Areas / Competencies	SUNY-GE Learning Outcome	Information		Results <sup>2</sup>			
		Date of Assessment Semester/Year <sup>3</sup>	Students Assessed n	% Exceeding Standards	% Meeting Standards	% Approaching Standards	% Not Meeting Standards
World Languages	1. Exhibit basic proficiency in the understanding and use of a world language.						
	2. Demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.						
Critical Thinking and Reasoning	1. Clearly articulate an issue or problem.						
	2. Identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work.						
	3. Acknowledge limitations such as perspective and bias.						
	4. Develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.						
Information Literacy	1. Locate information effectively using tools appropriate to their need and discipline.						
	2. Evaluate information with an awareness of authority, validity, and bias.						
	3. Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.						



## 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*

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 Clinton Community College Faculty Council? If so, please comment on why 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: \_\_\_\_\_