

## SUFFOLK COUNTY COMMUNITY COLLEGE

### GENERAL EDUCATION ASSESSMENT PLAN: AN OVERVIEW

#### I. INTRODUCTION

Suffolk County Community College's General Education Assessment Plan is grounded in two basic convictions: first, the value of general education itself, and second, the value of systematic outcomes assessment as a vehicle for improving teaching and student learning.

First of all, recognition of the intrinsic value of general education is clearly manifest in Suffolk's Mission Statement. The "College Philosophy" section of that document states that "the college believes in encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself." In another section of its Mission Statement, the college commits itself "to structure the curricula of the college so that each program includes courses which

- develop oral and written communication skills;
- encourage thinking skills and creativity;
- foster appreciation for scientific methodology;
- promote an understanding of self, nature and society and its historical context, and a heightened awareness of personal, social and aesthetic values."

Long before the mandating of the SUNY general education requirements, Suffolk County Community College had established its own general education course requirements for all graduates of A.A., A.S. and A.A.S. degree programs, focusing on a central core of learning experiences in the arts, written and oral communication, humanities, history, mathematics, social sciences and natural sciences. These learning experiences are designed to help students develop their intellect, enhance their self-expression, contribute to a sense of self-fulfillment, and provide an understanding of our common cultural heritage.

Secondly, the college recognizes the important role played by assessment in the improvement of teaching and learning. Suffolk's Mission Statement includes a commitment to identifying "ways to enhance and enrich the teaching-learning environment." We believe that the assessment process accomplishes that objective by enabling faculty and administrators to discover those areas of our curricula and courses and those aspects of our instructional strategies that need strengthening. Once that step is taken, we can proceed to make the curriculum and pedagogical changes that will result in improved learning experiences for our students.

The college has already developed a comprehensive assessment plan for the major (i.e. each of its degree programs) and incorporated that plan into a six-year cycle of systematic program review. With this document, it is now affirming its commitment to an equally thorough general education assessment process.

## II. ORGANIZATION

The Suffolk County Community College General Education Assessment Plan was developed by a General Education Assessment Committee made up of 15 faculty and administrators from all three campuses of the college and representing all the academic areas contained in the ten SUNY knowledge and skill categories. This committee is chaired by the College Executive Dean for Curriculum and Instruction and includes in its membership the college's Director of Institutional Research and Assessment, Faculty Coordinator for Curriculum Development and Assessment, and Faculty Coordinator for Instructional Development. In developing the General Education Assessment Plan, members of the committee consulted with faculty and administrators from all of the general education disciplines and made revisions based on input from those groups. The final document drafted by the committee was submitted to the College Curriculum Committee for its review and approval and was then forwarded to the college's three campus governance bodies for final review and approval.

The College General Education Assessment Committee was originally formed to develop an assessment plan for general education but it has now also been made a standing committee at the college and been given responsibility for overseeing the implementation of the plan and for evaluating the assessment process itself and making changes in the process if necessary.

## III. OUTLINE OF THE ASSESSMENT PLAN

Suffolk County Community College's General Education Assessment Plan contains not only the general outlines of the plan but also specific assessment plans for each of the ten knowledge and skill areas and the two infused competencies. Each of those twelve area plans is presented in a standardized format or template (see Attachment I). The format includes five major categories: Learning Outcomes/Objectives, Programmatic Activities, Assessment Measures and Methodology, Performance Criteria, and Action Plan. The Learning Outcomes/Objectives section includes a statement of the SUNY Learning Outcomes and any additional college objectives for that area; Programmatic Activities encompasses both the Suffolk courses that satisfy the SUNY Learning Outcomes and the instructional/learning activities designed to enable students to attain those outcomes; Assessment Measures and Methodology addresses the type(s) of measure(s) and the factors of validity, reliability and sampling; the Performance Criteria section contains both a description of the rubric(s) and an acceptable performance standard. Finally, the Action Plan is a description of the procedures in place at the college for using the results of the assessment process to make programmatic and course improvements.

The assessment plan for each of the ten knowledge and skill areas is course-based. In other words, the assessment of the learning outcomes for each area will be accomplished through a periodic assessment of selected SCCC courses which have been approved as meeting the requirements for that area. During the first three-year cycle, one or more courses will be selected for each area based on data which shows them to be the courses most commonly selected by SCCC students. The assessment instruments developed and utilized for those selected courses will eventually be used

for other courses in the area as well, but assessment efforts during the initial three-year cycle will focus on those particular courses.

Assessment of the two infused competencies of critical thinking and information management will also be course-based but accomplished through the methodology of an institutional portfolio, i.e. a collection of artifacts, or samples of student work, taken from selected courses in each of the ten knowledge and skills areas. These samples will be holistically scored against established criteria and a standard rubric by a faculty team from diverse general education disciplines. Results of this cross-disciplinary assessment will be shared with deans, academic chairs and faculty in all of those areas.

#### IV. THE SCCC ASSESSMENT TEMPLATE

This section of the Overview of the Suffolk County Community College General Education Assessment Plan will comment on each of the major components of Suffolk's Assessment Template.

##### A. LEARNING OUTCOMES/OBJECTIVES

Suffolk County Community College is totally committed to the objectives for student learning in General Education defined in the Implementation Guidelines of the Provost's Advisory Task Force on General Education and has chosen to adopt those objectives as its primary statement of its own General Education learning outcomes. When the college developed its own GE objectives in 1988, they turned out to be very similar to those later formulated by SUNY in the establishment of its General Education requirements. The Suffolk objectives included the categories of Civilization and Culture, Communication, Literature/Humanities/Arts, Mathematics, Philosophy and Ethics, Natural Sciences, Social Sciences, Critical Thinking, Integrated Knowledge, Computer Proficiency and Information Literacy. (See Attachment II.)

It is evident that these objectives are closely related to virtually all of the SUNY knowledge and skill areas and infused competencies. In our specific assessment plans, additional college discipline and course objectives are included where relevant.

##### B. PROGRAMMATIC ACTIVITIES

In each of our knowledge and skill area assessment plans, we list all or most of the SCCC courses that have already been approved by SUNY as satisfying the general education requirement for that area. It should be noted that the college now has in place a formal mechanism for reviewing all new courses that claim to satisfy a SUNY general education requirement. Any new course that seeks to be designated a general education course must address a list of questions that have been incorporated into the college's format for New Course/Curriculum Proposals (See Attachment III). In Section I of that form, the course proposer must list the course's student learning outcomes and in Section VI (Relationship to SUNY General Education Requirements), the proposer must

show exactly how the course satisfies one of the SUNY General Education course categories, must demonstrate how it incorporates the SUNY infused competencies of critical thinking and information management, and must also specify its assessment measures. Our College and Campus Curriculum Committees will not approve a new course as a SUNY general education course unless the proposer has satisfactorily answered those questions.

In addition to the full list of courses that satisfy the SUNY requirements, we identify in each of the ten knowledge and skill categories the particular course or courses that will be the focus of our assessment activities during the first three-year assessment cycle.

In this section, we also delineate for each assessment plan the various instructional and learning activities that lead to the attainment of the designated student learning outcomes.

### C. ASSESSMENT MEASURES AND METHODOLOGY

This part of our assessment template encompasses four concepts: the type(s) of measure(s), validity, reliability and sampling. In developing each of our twelve specific assessment plans, our faculty have tried to identify assessment measures that are appropriate to their particular disciplines and that provide meaningful evidence that our students are really learning what we think and claim that they are learning. Those measures include portfolios, tests, essays, laboratory reports, oral presentations, performances and role-play. In each case, the assessment instrument is designed to determine whether or not the students have achieved the stated learning outcomes. We are convinced at this time that these instruments will in fact directly measure student learning but we recognize the fact that we will not know that for sure until we actually utilize them. If these assessment tools or methods do not work in the way we expect them to, we will, of course, modify or replace them with other types of measures.

As for the validity and reliability of our assessment measures, we will be guided in this area by our Office of Institutional Research and Assessment. That office has worked closely with the College General Education Committee on the development of our specific assessment plans and has provided guidelines to our faculty in helping them to understand the different types of reliability (e.g. inter-rater reliability, test-retest reliability, split-half reliability, inter-item reliability) and the different types of validity (e.g. face validity, content validity, construct validity, criteria-related validity). The College Director of Institutional Research and Assessment or a member of his staff will work with each of our faculty area teams over the next three years on the implementation of their general education assessment plans. That office will also assist faculty in ensuring a representative and statistically reliable sampling of student works for each assessment activity.

#### D. PERFORMANCE CRITERIA

In this section of the Assessment Template, we identify and define the assessment criteria to be used in determining whether or not students are meeting the stated objectives for the ten knowledge and skill areas and two infused competencies. We also provide for each area a scoring rubric that defines the level of student performance that our faculty judge to be “exceeding,” “meeting,” “approaching,” or “not meeting” the minimum acceptable standard. In some knowledge and skill areas, our faculty have added a fifth level, that of “significantly exceeding” the standard.

#### E. ACTION PLAN

This section represents one of the most important parts of our assessment plan because outcomes assessment has value for an educational institution only insofar as that institution has a system in place for using the results of its assessment process to bring about programmatic, course and methodological changes that will produce improved student learning.

At Suffolk County Community College, general education assessment measures will be administered and scored by faculty teams (discipline-based in the case of the ten knowledge and skill areas and cross-disciplinary in the case of the two infused competencies). Assessment results will be analyzed and shared with all appropriate faculty. Where the results indicate areas of needed improvement with respect to student learning, faculty will determine what action should be taken with respect to curricular, course or pedagogical change. If the actions agreed upon involve minor revisions in course objectives and/or content or any type of changes in instructional methodology, the faculty can implement those changes with the approval of area deans and/or academic chairs, without the necessity of having to seek the formal approval of the campus governance bodies. If, however, the curriculum/course changes are substantive in nature, they must, in accord with the college’s long-standing curriculum/course review process, be submitted to the college or campus curriculum committee for their review and approval. If approved by the appropriate curriculum committee, the proposed change(s) must then go to the three campus governance bodies (Ammerman Campus Senate, Western Campus Assembly, Eastern Campus Congress) for their review and approval.

Academic Chairs and/or Associate/Assistant Deans of Faculty in each of the knowledge and skill areas will assume responsibility for implementing both the assessment process itself and the recommended changes flowing from that process. These administrators will provide regular progress reports on their implementation efforts to the Vice President for Academic and Campus Affairs, the Executive Dean for Curriculum and Instruction, and the Campus Deans of Faculty.

V. SCHEDULE FOR THE FIRST ASSESSMENT CYCLE

The initial assessment of all of the General Education learning objectives in the knowledge and skill areas and infused competencies will be completed at Suffolk County Community College within the following three-year cycle:

2002-3: Mathematics  
Western Civilization  
The Arts  
Basic Communication

2003-4: Natural Sciences  
American History  
Humanities  
Critical Thinking

2004-5: Social Sciences  
Other World Civilizations  
Foreign Language  
Information Management

VI. EVALUATION OF THE ASSESSMENT PROCESS ITSELF AND DISSEMINATION OF ASSESSMENT RESULTS TO THE APPROPRIATE CAMPUS COMMUNITY

After each year of the first three-year assessment cycle, an evaluation will be done of the assessment plans for the SUNY general education areas being assessed that particular year. In other words, in the schedule outlined above in Section V, mathematics, western civilization, the arts and basic communication will be assessed in the 2002-2003 academic year. During the following year, a formal evaluation will be done of the assessment plan for each of those areas. The evaluation will be conducted by the area faculty, with the assistance of the Faculty Coordinator for Curriculum Development and Assessment and the Director of Institutional Research and Assessment. Results of the evaluation will be shared with the College General Education Assessment Committee. Based on their analysis of those results, faculty will make any needed modifications in the area assessment plan.

In addition to yearly evaluations of the specific assessment plans, a full evaluation will be conducted by the College General Education Assessment Committee of the strengths and weaknesses of the overall college assessment plan. That evaluation will take place during the third year of the first three-year assessment cycle. Based on its findings, the Committee will make recommendations regarding any needed changes in the overall assessment process to the college governance bodies. Those changes, if approved, will be implemented for the next three-year assessment cycle. Thereafter, this type of evaluation will occur once every three years.

Assessment results for each of the ten knowledge and skill areas will be shared with the faculty, administrators and program review teams in those particular areas. Assessment results for the two infused competencies will be shared with all faculty and administrators in all departments and disciplines across the college.

**SUFFOLK COUNTY COMMUNITY COLLEGE**

**SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR \_\_\_\_\_**

**LEARNING OUTCOMES/OBJECTIVES**

**SUNY Learning Outcomes:**

**Additional College Learning Outcomes/Objectives:**

**PROGRAMMATIC ACTIVITIES**

**Courses:**

**Instructional/Learning Activities:**

**ASSESSMENT MEASURES AND METHODOLOGY**

**Type(s) of Measure(s):**

**Validity:**

**Reliability:**

**Sampling:**

**PERFORMANCE CRITERIA**

**Description of Rubric(s):**

**Acceptable Performance Standard:**

**ACTION PLAN**

Attachment II

**SUFFOLK COUNTY COMMUNITY COLLEGE  
GENERAL EDUCATION OBJECTIVES\***

**CIVILIZATION AND CULTURE (HISTORY AND THE SOCIAL SCIENCES)**

- The development of an historical consciousness.
- An understanding of the development of Western culture.
- An ability to compare and contrast Western and non-Western cultures.
- An understanding of the major figures and discoveries in the evolution of knowledge.
- An understanding of social, economic and political processes for solving contemporary problems of society.
- An understanding of the basic methods employed by social scientists to interpret and evaluate social phenomena.

**COMMUNICATION**

- The development of effective speaking, listening, writing and reading skills.

**LITERATURE, THE HUMANITIES, AND THE ARTS**

- The incorporation of the arts in one's life.
- The understanding and application of artistic standards.

- The understanding of subjective truth, i.e. the truth embodied in one's personal reaction to the world.
- The development of the imagination as a moral and aesthetic instrument.

## **MATHEMATICS**

- The understanding of numerical data.
- The development of mathematical problem-solving skills.
- The development of symbolic reasoning.

## **PHILOSOPHY AND ETHICS**

- The understanding of the social, psychological and political dimensions of philosophy and ethics.
- The examination of values and the ethical dimensions of decision-making both as an individual and as a member of society.
- An understanding of the different modes of reality and knowledge.
- The development of a personal philosophy.

## **NATURAL SCIENCES**

- The comprehension and application of science and the scientific method (e.g. laboratory experiments).
- The recognition of the value and limits of the scientific method.
- The understanding of the impact of science and technology on society.
- The application of math and reasoning skills to scientific inquiry.

## **CRITICAL THINKING: METHODS OF RATIONAL INQUIRY AND ANALYSIS**

- The attainment of problem-solving skills.
- The attainment of logical thinking skills.
- The capacity to analyze, compare and evaluate textual materials.
- The ability to formulate, evaluate, criticize, and improve arguments.

## **INTEGRATED KNOWLEDGE**

- The ability to make connections across the disciplines.
- The capacity to examine issues from the perspective of different disciplines.

## **COMPUTER PROFICIENCY**

- The ability to apply computer skills to one's studies in all academic disciplines.

## **INFORMATION LITERACY**

- The ability to analyze information needs and locate, evaluate and effectively use library resources.

\*Adopted by the Suffolk County Community College Faculty governance bodies in 1988.

## FORMAT FOR NEW COURSE/CURRICULUM PROPOSALS OR COURSE/CURRICULUM MODIFICATION

ORIGINATING CAMPUS:    ( ) Ammerman    ( ) Eastern    ( ) Western

To meet the ideals of Suffolk County Community College, new courses/curriculum should, if appropriate, consider issues arising from elements of cultural diversity.<sup>1</sup> Among the areas in which this can be realized are: textbook choice, selection of library and audio-visual materials, and teaching methodology.

### Guidelines:

Not every item in this format is applicable to every course proposal. Responses of *NOT APPLICABLE* are acceptable in such instances.

The Counseling Office and Library of each campus have materials which can help locate answers about transferability (II d.) and other colleges that offer similar courses (VI a. and b.).

Information about offerings at other colleges does not require complete listings where such offerings are numerous. A summary or sampling will suffice.

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**AREA/DIVISION:**

**DEPARTMENT:**

**TITLE:**

**CATALOG DESCRIPTION:**

- I. STATEMENT OF OBJECTIVES (should be stated in the form of precise, measurable learning outcomes, e.g. "Upon successful completion of this course, students will be able to: ")
- II. RELATIONSHIP TO STUDENTS
  - A. Eligibility
  - B. Credits/Contact Hours
  - C. Required/Elective
  - D. Transferability
  - E. Proposed cycle for offering (e.g. Fall, Spring, and Summer)
  - F. Estimate of student enrollment
  - G. Prerequisites and/or corequisites

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<sup>1</sup> Cultural diversity includes, but is not limited to, societal sex-roles, race, ethnicity, geographical origin, religious background, current religious practice, family composition, ethical style, political stance, socio-economic background, and socio-economic expectation.

ORIGINATING CAMPUS:    ( ) Ammerman    ( ) Eastern    ( ) Western

III. RELATIONSHIP TO FACULTY

- A. Number of current faculty available to teach proposed course and number of additional faculty required.
- B. Number of other staff positions required.
- C. Discipline(s) required and/or minimum preparation in order to teach the course.

IV. RELATIONSHIP TO LIBRARY

- A. Books, periodicals, and audio-visual materials now available in Library.
- B. List audio-visual equipment required. Is this equipment available?
- C. List additional books, periodicals, and resource material to be used in teaching this course.
- D. List additional audio-visual instructional material to be used in teaching the course.

V. RELATIONSHIP TO EXISTING CURRICULUM AND/OR COURSES

- A. Is this course a substitution for an existing course or an addition?
- B. How is this course different from existing courses?
- C. Effect on curriculum offerings of the College.
- D. How does this course meet the generic requirements of writing-across-the-curriculum and integrated knowledge? (It is understood that not every course will meet both requirements.)

VI. RELATIONSHIP TO SUNY GENERAL EDUCATION REQUIREMENTS

- A. Does this course satisfy any of the SUNY General Education course categories (i.e. the ten knowledge and skill areas\*)? If so, how?
- B. If this is a general education course, how does it incorporate the SUNY infused competencies of critical thinking and information management?
- C. If this is a general education course, what are its assessment measures, i.e. instruments to measure the attainment of student learning outcomes?

VII. RELATIONSHIP TO OTHER COLLEGES AND/OR CAREER GOALS

- A. List other two-year colleges that offer this course.
- B. List four-year colleges in New York State that offer this course.
- C. State rationale for offering this course at the freshman-sophomore level.
- D. Application to career objectives.

\*The ten SUNY knowledge and skill areas are: Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Language, Basic Communication.



ORIGINATING CAMPUS: ( ) Ammerman ( ) Eastern ( ) Western

VIII. ADDITIONAL COSTS

List additional costs and space requirements that have not already been recorded in the document.

IX. COURSE OUTLINE

Include course outline following prescribed format from the Faculty Handbook. (See Attachment I)

X. VOTES AND RECOMMENDATION CHECKLIST (CHECK AS APPROPRIATE TO YOUR CAMPUS AND INDICATE DATE.)

- ( ) Consultation with Campus Head Librarian
- ( ) Signature of Campus Head Librarian: \_\_\_\_\_ ( ) Notification of other departments/campuses affected
- ( ) Notification of Class Size Committee
- ( ) Letter of Intent Response from Dean of Faculty
- ( ) Vote of Department: For: \_\_\_\_\_ Against: \_\_\_\_\_  
*Circle one: APPROVED DISAPPROVED* Date of Vote: \_\_\_\_\_
- ( ) Signature of Department Head: \_\_\_\_\_
- ( ) Signature of Divisional Chairperson/Area Dean:  
(Assistant Dean of Instruction) \_\_\_\_\_
- ( ) Vote of Curriculum Committee (Academic Affairs)  
*Circle one: APPROVED DISAPPROVED* Date of Vote: \_\_\_\_\_
- ( ) Vote of full Faculty Senate/Assembly/Congress  
*Circle one: APPROVED DISAPPROVED* Date of Vote: \_\_\_\_\_
- ( ) Class Size Committee

cc: Vice President for Academic and Campus Affairs  
Executive Dean for Curriculum and Instruction  
Deans of Faculty  
Chairs of Curriculum Committees  
Campus Head Librarians

Revised: 10/19/01

COURSE OUTLINE (see Appendix D of Faculty Handbook for details)

CATALOG NUMBER:            COURSE TITLE:

INSTRUCTOR:

SEMESTER:                            YEAR:

1. OBJECTIVES OF THE COURSE:
2. PROCEDURES FOR ACCOMPLISHING THESE OBJECTIVES:
3. STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:
4. GRADING PRACTICES:
5. RULES CONCERNING STUDENT ABSENCE AND LATENESS:
6. TEXTBOOK:
7. WEEKLY OUTLINE TOPICS TO BE COVERED:
8. AUDIO-VISUAL MATERIALS TO BE USED:
9. LIST OF SUPPLEMENTAL READINGS:

SUFFOLK COUNTY COMMUNITY COLLEGE  
MATHEMATICS

*SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR MATHEMATICS*

**LEARNING OUTCOMES/OBJECTIVES**

Students will demonstrate competence in the following Knowledge and Skills Areas:

- Arithmetic
- Algebra
- Geometry
- Data Analysis
- Quantitative Reasoning

The College's Assessment Plan for Mathematics will focus its efforts initially on MA23-Statistics I and MA61- Fundamentals of Precalculus I. The following objectives will be added to those stated above.

<i>MA23 Statistics I *</i>	<i>MA61 Fundamentals of Precalculus I *</i>
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of basic statistical terms;</li> <li>• Organize and describe data, both mathematically and pictorially;</li> <li>• Understand and compute measures of central tendency and variability;</li> <li>• Apply basic probability principles</li> <li>• Write and do basic analysis using binomial, normal, t, and chi square distributions;</li> <li>• Understand and apply the Central Limit Theorem;</li> <li>• Understand, conduct and interpret hypothesis tests of means;</li> <li>• Understand, construct and interpret confidence intervals;</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of a mathematical function including such ideas as the range and domain of functions, symmetric functions, composite functions, and inverses of functions;</li> <li>• Sketch graphs of quadratic functions and understand the zeros of such functions;</li> <li>• Comprehend the significance of the fundamental theorem of algebra and be able to solve polynomial equations completely by finding the roots;</li> <li>• Sketch the graph of polynomial functions;</li> <li>• Sketch the graph of rational functions;</li> <li>• Sketch the graph of exponential and logarithmic functions;</li> <li>• Solve exponential and logarithmic equations, including compound interest;</li> <li>• Understand and graph the trigonometric functions and</li> </ul>

	solve applications using right triangle relationships;
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\* Each objective measures competence in each of five knowledge and skills area for Mathematics.

## PROGRAMMATIC ACTIVITIES

Course(s): MA 23, MA61, MA 62, MA 64, MA 70, MA 87, MA 88, MA 89, MA 90, MA 92, MA 93.

The Suffolk County Community College courses listed above all satisfy the SUNY General Education requirement in Mathematics, but for the first round of our General Education Assessment cycle, we will focus our assessment efforts on MA23 Statistics I and MA61 Fundamentals of Precalculus I. The reason for this is that the great majority of students who satisfy the Mathematics General Education requirement at SCCC do so through taking and successfully completing MA23 or MA61. In future cycles, we will also assess other Mathematics courses that satisfy the SUNY General Education Requirement e.g. MA62, MA70 and others.

### Instructional / Learning Activities:

Instructional / learning activities include lecture, discussion, in class student projects, instructional media that may include but not be limited to the use of a graphics calculator, the internet for notes and resources, smart boards, audio/visual media, and business and mathematical software.

## ASSESSMENT MEASURES AND METHODOLOGY

### Type of Measure:

The assessment instrument used to measure each objective will be a Uniform Problem set given towards the end of the semester. When the student completes the problem set, each of the objectives will be tested at least once. The scoring of the problem set will follow a predefined –measured rubric where each of the objectives is assigned a mastery level.

### Validity:

Faculty with expertise in course content will be preparing and scoring the problem sets. Each question will test at least one of the objectives. Construct validity or criterion-related validity for the test questions will be evaluated to ensure the test scores are true indicators of a student's knowledge. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

### Reliability:

Test questions will be evaluated using test-rated reliability. An estimate of  $r_{xx} = .90$  or coefficient alpha = .90 will be considered an acceptable level of reliability. The college's Office of Institutional Research and Assessment will be available to Mathematics faculty for additional analysis.

### Sampling:

Randomly selected sample of 100 students across the college completing the problem set.

## PERFORMANCE CRITERIA

<i>MA23 Statistics I</i>	<i>MA61 Fundamentals of Precalculus I</i>
<p><u>Description of Rubric:</u></p> <p>The Uniform Problem Set will contain twenty-five questions each worth 4 points. The following will determine the score of each of the questions.</p> <ul style="list-style-type: none"> <li>• 0 points = no work done correctly</li> <li>• 2 points = partially correct answer</li> <li>• 4 points = correct answer</li> </ul>	<p><u>Description of Rubric:</u></p> <p>The Uniform Problem Set will contain approximately ten questions each worth ten points. The following will determine the score of each of the questions.</p> <ul style="list-style-type: none"> <li>• 0 points = student cannot identify the problem and no work done correctly</li> <li>• 2 points = student identifies the problem and no work done correctly</li> <li>• 4 points = student identifies the problem and some work done correctly</li> <li>• 8 points = student identifies the problem and most work done correctly</li> <li>• 10 points = student identifies the problem and all work done correctly</li> </ul>

### Acceptable Performance Standard:

The following performance levels are assigned as defined by the rubric:

Does not satisfy the minimum standard:	0 – 69 %
Approaches minimum standard:	60 – 69 %
Meets the minimum standard:	70 - 79%
Exceeds the standard	80 – 100 %

**Goal:**

- At least 25 % of all students will exceed the standard.
- At least 70 % of all students will meet the minimum standard or better.
- At least 80 % of all students will approach the minimum standard or better.

## **ACTION PLAN**

After the problem sets are administered and scored, a committee of Mathematics faculty will evaluate the results and identify any areas of weakness. That committee will then analyze those areas and make recommendations for any needed change for course material, methodology, or curriculum. The Mathematics faculty as a whole will review these recommendations and determine an appropriate course of action. When recommended changes involve minor course / curriculum content or methodological revisions, the changes can be implemented independently of the Colleges Governance Body Review Process. When recommended changes in curriculum / course objectives or content are substantive, they would be submitted to the appropriate College Governance Bodies for review and approval.

The Academic Chairs and/or Area Deans responsible for administering the Mathematics program at the college will assume a leadership role in the implementation of all approved changes relative to the improvement of students' learning outcomes in Mathematics. In addition, they will prepare and submit progress reports to the Vice President for Academic and Campus Affairs, the Executive Dean for Curriculum and Instruction, and the Campus Deans of Faculty.

**SUFFOLK COUNTY COMMUNITY COLLEGE**

**SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR NATURAL SCIENCES**

**LEARNING OUTCOMES/OBJECTIVES**

**Statement of SUNY Learning Outcomes:** Upon completion of their GE program, students will demonstrate:

- I.** An understanding of the methods scientists use to explore natural phenomena including:
  - Observation
  - Hypothesis development
  - Measurement and data collection
  - Experimentation
  - Evaluation of evidence
  - Employment of mathematical analysis
- II.** Application of scientific data, concepts, and models in one of the natural sciences

## **PROGRAMMATIC ACTIVITIES**

**Courses:** All Laboratory Science courses (in Astronomy, Biology, Chemistry, Geology, Marine Biology, Meteorology, Oceanography, and Physics) at the college satisfy the SUNY General Education requirements in Natural Science; but in the first round of the assessment cycle, the following introductory science courses will be selected for the purpose of assessing the attainment of the SUNY learning objectives:

BY14: Principles of Biology

CH19: General Chemistry

ES15: Introduction to Geology

OC15: Introduction to Oceanography

These courses are selected because they are the ones most commonly taken by Suffolk Community College students to satisfy their General Education requirement in Natural Sciences.

**Instructional/Learning Activities:** Within the Natural Sciences courses, activities include: Lecture, Laboratory, Recitation, Laboratory Reports, Field Studies, and Research Reports.

## ASSESSMENT MEASURES AND METHODOLOGY

### **Type(s) of Measure(s):** Laboratory Report and Standardized Final Examination

The assessment tool that will be used at Suffolk County Community College to measure students understanding of the methodology employed by Natural Scientists will be the laboratory report, which is a required component of all our Natural Sciences courses. All laboratory reports conform to the SUNY General Education learning objectives for all courses in the Natural Sciences and therefore adhere to a common protocol while allowing for variability according to discipline.

A standardized final examination containing embedded questions will serve as the specific measure of the second SUNY learning outcome for the natural sciences, i.e. the application of scientific data, concepts and models. The questions will be derived from the input of all faculty members at each campus and will reflect the outcome objectives common for all students taking said course.

**Validity:** The validity of subjective measures (i.e. the Laboratory Report) will be evaluated using a content validity (with a minimum validity coefficient of .81 or 90% overlap between the items and the content area domains) to ensure adequate domain sampling and measurement among the represented domains. Construct validity or criterion-related validity for the standardized examination containing the embedded questions will also be evaluated to ensure that the test scores are true indicators of student's knowledge, skills, or abilities. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

**Reliability:** Using inter-rater (scorer) reliability, a minimum estimate of  $r_{xx}=.80$  will be considered as an acceptable level of reliability.

### **Sampling:**

- Faculty teaching each of four (4) Natural Sciences courses being assessed will submit a randomly selected representative sample of Laboratory reports reflecting the learning objectives for each course to a faculty team for review.
- The number of reports from each course will be selected by applying a weighted sampling method based upon the enrollment in each course at each of the 3 campuses of the College.
- A randomly selected sample of 100 students from across the college completing the standardized final exam will serve as the sampling population for the assessment of the second learning outcome.

## **PERFORMANCE CRITERIA: LABORATORY REPORT**

**Description of Rubric:** All laboratory reports conform to the SUNY General Education learning objectives for all courses in the Natural Sciences and are therefore easily assessed against a standard rubric for all disciplines.

**Level I** - The laboratory report does not meet the minimum standard

- The hypothesis development is deficient or inappropriate for the purpose of the laboratory exercise.
- The observations do not reflect clarity, coherence, or derivation of experimental trends.
- The data collection may be incomplete, unorganized, or missing one or more major components.
- The experimentation may have been incomplete, inaccurate, or insufficient.
- The evaluation of the experiment does not support or explain the hypothesis.
- Mathematical analysis of results is imprecise or inaccurate or incomplete.

**Level II** – The laboratory report approaches the minimum standard

- The hypothesis development is not sufficiently clear for the purpose of the laboratory exercise.
- The observations may reflect some elements of clarity, coherence, or derivation of experimental trends.
- The data collection may be partially complete, moderately organized, or reflects most major components.
- The evaluation of the experiment partially supports or explains the hypothesis.
- Mathematical analysis of results is generally complete, however flawed.

**Level III** – The laboratory report meets the minimum standards

- The hypothesis development is sufficiently clear for the purpose of the laboratory exercise.
- The observations adequately reflect elements of clarity, coherence, or derivation of experimental trends.
- The data collection is complete, organized, or reflects most major components.
- The evaluation of the experiment adequately supports or explains the hypothesis.
- Mathematical analysis of results is complete, accurate, and precise.

**Level IV** – The laboratory report exceeds the minimum standards

- The hypothesis development is clear, vivid, and appropriate for the purpose of the laboratory exercise.
- The observations reflect all elements of clarity, coherence, and derivation of experimental trends.
- The data collection is complete, organized, or reflects all major components.
- The evaluation of the experiment supports or explains the hypothesis with insight.
- Mathematical analysis of results is complete, accurate, and precise with error analysis.

**Acceptable Performance Standard:** An individual rubric score of 3 will be considered meeting the standard. Students being assessed for the Natural Sciences competency should obtain a score of 3 or higher on the rubric. Of all students being assessed, 25% will exceed the standard, 75% will meet the standard, and 90% will approach or attain the minimum standard

## PERFORMANCE CRITERIA: STANDARDIZED FINAL EXAMINATION

### Description of Rubric:

The cumulative final examination will contain content specific questions representative of the application of scientific data, concepts and models in one of the Natural Sciences. These objective measures of student performance will be evaluated using test-retest reliability, split-half reliability, alternate-forms reliability of inter-item reliability (internal consistency). The final exam will contain 10 embedded questions each worth ten points.

### Acceptable Performance Standard:

The following performance levels will be assigned as defined by the rubric:

<b>Level I:</b>	Does not satisfy the minimum standard:	0-59%
<b>Level II:</b>	Approaches the minimum standard:	60-69%
<b>Level III:</b>	Meets the minimum standard:	70-79%
<b>Level IV:</b>	Exceeds the standard:	80-100%

The attainment of Level III will be considered meeting the standard. Of all students being assessed, 25% will exceed the standard, 75% will meet the standard, and 90% will approach or attain the minimum standard.

## ACTION PLAN

1. After the laboratory reports and standardized exams are reviewed and scored against the rubric, a college-wide committee of Natural Science faculty will evaluate the results and identify any areas of weakness. That committee will then analyze those areas and make recommendations for any needed changes with respect to course content and/or methodology. The Natural Sciences faculty as a whole will review these recommendations and determine an appropriate course of action.

2. Where recommended changes involve minor curriculum/course content or pedagogical revisions, faculty can implement the changes independently of the college governance review process. Where recommended changes in curriculum/course objectives or content are substantive, they will be submitted to the appropriate college governance bodies for review and approval.
3. The Academic Chairs and/or Area Deans responsible for administering the Natural Sciences courses will assume a leadership role in the implementation of all approved changes relative to the improvement of students' learning objectives in the Natural Sciences. In addition, they will prepare progress reports to the campus Deans of Faculty, the Executive Dean for Curriculum and Instruction, and the Vice President for Academic and Campus Affairs.

**SUFFOLK COUNTY COMMUNITY COLLEGE**  
**SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR**  
**SOCIAL SCIENCES**

**LEARNING OUTCOMES/OBJECTIVES**

**Statement of SUNY Learning Outcomes:**

Upon completion of their GE program, students will demonstrate:

**I.** An understanding of the methods social scientists use to explore social phenomena including:

- Observation
- Hypothesis development
- Measurement and data collection
- Experimentation
- Evaluation of evidence
- Employment of mathematical analysis

**II.** Knowledge of major concepts, models, and issues of at least one discipline in the social sciences

## **PROGRAMMATIC ACTIVITIES**

**Courses:** All social science courses (in anthropology, economics, geography, history, political science, psychology, sociology) approved to meet the SUNY GE requirement for the social sciences. In the first round of the assessment cycle, the social science faculty have selected PC11: Introduction to Psychology and SO11: Introduction to Sociology as the focus of their assessment efforts.

These courses are selected because they are the two courses most commonly taken by Suffolk County Community College students to satisfy their General Education requirement in the social sciences.

**Instructional/Learning Activities:** Within the social science courses, activities include: lectures, discussions, role playing, demonstrations, text and outside readings, videotapes presentations, field trips and research papers.

## ASSESSMENT MEASURES AND METHODOLOGY

**Types of Measures:** Portfolio of student work and/or embedded multiple choice questions.

The assessment tools that will be used at Suffolk County Community College to measure students' understanding of the methodology employed by social scientists may include a portfolio. Portfolios will include student artifacts (i.e. research papers, journals, case studies, book/article reviews). The social science faculty will develop criteria for including artifacts in a course portfolio. The criteria will allow for variability according to discipline. The other assessment instrument that will be used by faculty in the social science area will be course-specific embedded multiple choice questions. The questions will be derived from the input of all faculty members at each campus and will reflect the common objectives/learning outcomes for all students taking said course.

**Validity:** The validity of subjective measures (portfolio) will be evaluated using content validity (with a minimum validity coefficient of .81 or 90% overlap between the items and the content area domains) to ensure adequate domain sampling and measurement among the represented domains. Construct validity or criterion-related validity for the examinations containing the standardized embedded questions will also be evaluated to ensure that the test scores are true indicators of students' knowledge. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

**Reliability:** Using inter-rater (scorer) reliability, a minimum estimate of  $r_{xx}=.80$  will be considered as an acceptable level of reliability.

### **Sampling:**

- Faculty teaching the Social Science course(s) selected for assessment in each round of the assessment cycle will randomly select a representative sample of portfolios reflecting the learning objectives for the specific social science course and submit these to a faculty team for review. The number of portfolios from each course will be selected by applying a weighted sampling method based upon the enrollment in each course at each of the three campuses of the college.
- A randomly selected sample of 100 students from across the college completing the exam with embedded questions for the selected social science course(s) will serve as the sampling population.

## PERFORMANCE CRITERIA: PORTFOLIO

**Description of Rubric:** Criteria for all portfolios will address the SUNY General Education learning outcomes for all courses in the social sciences. The portfolios will be assessed against a standard rubric for all disciplines. The portfolio will be scored on a range of 1-4: 1) does not meet standard, 2) approaches minimum standard, 3) meets minimum standard, and 4) exceeds minimum standard.

### **1 range includes the following (where relevant):**

- Student did not clearly identify a theory or give a clear example. The theories that were presented were muddled and the examples showed a lack of understanding of the course material.
- Student rarely used the appropriate terminology in the correct context.
- Student demonstrated little evidence of an understanding of the levels or the scope of the theory being described.
- Student made no attempt to compare and contrast other relevant theories.
- Student did not demonstrate an appreciation of the subtleties of the theories and research under investigation.
- Student frequently quoted the textbook rather than paraphrasing or using own words to describe research and theories.
- Student made little or no attempt to relate example to theory.
- Student made little or no attempt to relate his or her examples to other **relevant** research, newspaper reports or materials.
- Presentation style (spelling and grammar) was poor – more than three errors in the paper.

**2 range includes the following (where relevant):**

- Student identified a theory and gave an example. The theory was often poorly described and the example was not clearly related to the theory.
- Student demonstrated poor or limited use of terminology.
- Student demonstrated little evidence of an understanding of the levels or scope of the theory being described.
- Student made little attempt to compare and contrast other relevant theories.
- Student did not demonstrate an appreciation of the subtleties of the theories and research under investigation.
- Student frequently quoted the textbook rather than paraphrasing or using own words to describe research and theories.
- Student made little or no attempt to relate own examples to a specific theory.
- Student made little or no attempt to relate their own examples to other **relevant** examples from the text book, research, newspaper reports, journal articles or materials.
- Presentation style (spelling and grammar) was poor – more than three errors in the paper.

**3 range includes the following (where relevant):**

- Student identified theories and could demonstrate a variety of examples from his or her life experience.
- Student attempted to use appropriate terminology but was not always successful.
- Student demonstrated limited understanding of the levels or scope of the theory under investigation.
- Student attempted to clearly differentiate between levels or stages in theories and sometimes identified the appropriate level or stage for own examples.
- Student attempted to paraphrase the textbook and use own wording but sometimes

lacked clarity in descriptions.

- Comparisons and contrasts other relevant theories were superficial and at times lacked depth of thought or understanding.
- Student occasionally demonstrated an appreciation of the subtleties of the theories and research under investigation.
  
- Student attempted to relate example from life experience to theories and research that was described.
- Student attempted to relate example to other research, newspaper reports or materials; however, some links were tenuous.
- Presentation style (including spelling and grammar) was generally good but could be improved.

**4 range includes the following (where relevant):**

- Student successfully used appropriate terminology at all times demonstrating a good understanding of the language of social science.
- Student demonstrated a solid understanding of the levels or scope of the theory under investigation by clearly identifying their example in the context of the research that was described.
- Student consistently and clearly differentiated between levels or stages in theories and identified the appropriate level or stage for own examples.
- Student attempted to compare and contrast other relevant theories.
- Student demonstrated an appreciation of the subtleties of the theories and research under investigation.
- Student demonstrated a solid understanding of the theories and research by using his or her own wording. Student's descriptions revealed clarity and depth of thought.

- Student used a variety of examples to relate life experiences to the theories and research being investigated.
- Student used a wide variety of relevant sources and techniques to relate example to other research, newspaper reports or materials.
- Presentation style (including spelling and grammar) was consistently good.

**Acceptable Performance Standard:** For portfolio assessment, an individual rubric score of 3 will be considered meeting the standard. Of all students being assessed, it is expected that 25% will exceed the standard, 75% will meet the standard, and 90% will approach or attain the minimum standard.

### **PERFORMANCE CRITERIA: STANDARDIZED EMBEDDED QUESTIONS**

**Description of Rubric:** The examinations will contain content specific questions representative of knowledge of major concepts, models, and issues in the social science discipline. These objective measures of student performance will be evaluated using test-retest reliability, split-half reliability, alternate-forms reliability of inter-item reliability (internal consistency).

**Acceptable Performance Standard:** The following performance levels will be assigned as defined by the rubric:

<b>Level I:</b> Does not satisfy the minimum standard:	0 - 59%
<b>Level II:</b> Approaches the minimum standard:	60 - 69%
<b>Level III:</b> Meets the minimum standard:	70 - 79%
<b>Level IV:</b> Exceeds the standard:	80 - 100%

The attainment of Level III will be considered meeting the standard. Of all students being assessed, it is expected that 25% will exceed the standard, 75% will meet the standard, and 90% will approach or attain the minimum standard.

### **ACTION PLAN**

2. After the portfolios and/or embedded exam questions are reviewed and scored against the rubric, a college-wide committee of social science faculty, specific to the discipline, will evaluate the results and identify any areas of weakness. That committee will then analyze those areas and make recommendations for any needed changes with respect to course content and/or methodology. The social science faculty as a whole will review these recommendations and determine an appropriate course of action.
2. Where recommended changes involve minor curriculum/course content or pedagogical revisions, faculty can implement the changes independently of the college governance review process. Where recommended changes in curriculum/course objectives or content are substantive, they will be submitted to the appropriate college governance bodies for review and approval.
3. The Academic Chairs and/or Area Deans responsible for administering the social science courses will assume a leadership role in the implementation of all approved changes relative to the improvement of students' learning objectives in the social sciences. In addition, they will prepare and submit progress reports to the campus Deans of Faculty, the Executive Dean for Curriculum and Instruction, and the Vice President for Academic and Campus Affairs.

## SUFFOLK COUNTY COMMUNITY COLLEGE

### SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR AMERICAN HISTORY

#### LEARNING OUTCOMES/OBJECTIVES

**A. Statement of SUNY Learning Outcomes:** Upon completion of their GE program, students will:

1. Demonstrate 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.
3. Understanding of America's evolving relationship with the rest of the world.

**B. Additional College Learning Outcomes/Objectives:**

Students will demonstrate:

- 1a. Knowledge of the major events, ideas, trends, and problems in American history to 1877. (HS33: Foundations of American History)
- 1b. Knowledge of the major events, ideas, trends, and problems in American history since 1877. (HS34: Modern American History)
2. An ability to explain how the past has shaped the present.
3. An ability to think critically by analyzing and evaluating historical events and ideas in American history.
4. Ability to question and rethink his/her preconceived notions regarding American history.
5. An ability to conduct/evaluate historical research.

#### PROGRAMMATIC ACTIVITIES

**Courses:** HS33, HS34, HS38\*, HS39\*, PO25

\*These courses satisfy the American History requirement only for students scoring 85 or above on the high school Regents exam.

The overwhelming majority of students who satisfy the SUNY General Education Requirement in American History at Suffolk County Community College do so through the successful completion of HS33 or HS34; therefore, our assessment of American history for the first round of the assessment cycle will focus on these

two courses.

**Instructional/Learning Activities:**

Lectures, Socratic questioning, class discussion, reading and writing assignments, research assignments, audio-visual presentations, exposure to new ideas and conflicting interpretations, guest lectures, various other learning tools to be determined by each faculty member.

## ASSESSMENT MEASURES AND METHODOLOGY

### **Type(s) of Measure(s):**

The methodology to be employed to assess student learning is that of multiple-choice objective testing. Two tests, one for HS33 and one for HS34, will be created and will be administered to all sections of these courses, at the Ammerman, Western and Eastern campuses, at the beginning and end of the semester (a pre- and post-test). The HS33 exam will be given in the fall semester and HS34 exam will be administered during the spring semester. These tests were constructed through the selection of questions submitted by faculty from the three campuses. The tests aim to measure students' attainment of the basic learning outcomes for American History.

### **Validity:**

The validity of this measure has been evaluated using a content validity and has a validity coefficient of 1.00, or 100% overlap between the items and content area domains. At the request of the history faculty, the college's Office of Institutional Research will be available for additional analysis.

### **Reliability:**

A multiple choice test of the material in HS33 and one of the material in HS34 will be evaluated using test-retest reliability. An estimate of  $r_{xx}=.90$ , or coefficient alpha  $=.90$  will be considered an acceptable level of reliability. At the request of the history faculty, the college's Office of Institutional Research will be available for additional analysis.

### **Sampling:**

Students will be provided with Scantron forms and these forms will be gathered at each campus. These forms will carry no identifying information, assuring the anonymity of students and faculty. After the forms for all sections have been collected, a random sample of 100 forms will be processed through the Scantron reader, allowing for an aggregate measure. This aggregate measure will provide a score for all sections, from the three campuses, combined. A breakdown of each question will also be examined, so that the test itself may be assessed for its adequacy.

## PERFORMANCE CRITERIA

### **Description of Rubric(s):**

The criteria to be employed in scoring student performance will follow the traditional method of assessment: correct or incorrect responses. The goal is to assess the degree of knowledge attained: what did the students know when they began coursework vs. what they know when they have completed the coursework.

### **Acceptable Performance Standard:**

Student performance will be examined for evidence of improvement: are the scores on the post-test higher than those on the pre-test? Thus one measurement to be looked at will be the point spread between the two tests. Another measurement will be the score attained on the post-test.

The following performance levels on the post-test are assigned as:

Does not satisfy the minimum standard	0-59%
Approaches the minimum standard	60-69%
Meets the minimum standard	70-79%
Exceeds the standard	80-100%

The goal: At least 75% of all students assessed will meet the minimum standard.

## **ACTION PLAN**

After the exams are administered and scored, a committee of history faculty will evaluate the results and identify any areas of weakness. That committee will then analyze those areas and make recommendations for any needed changes for course materials, methodology, or curriculum. The history faculty as a whole will review recommendations made by the committee and determine an appropriate course of action. When recommended changes involve minor course/curriculum content or methodological revisions, the changes can be implemented independently of the college's governance body review process. When recommended changes in curriculum/course objectives or content are substantive, they will be submitted to the appropriate college governance bodies for review and approval.

Academic chairs and other administrators who oversee the history program at the college will assume a leadership role in the implementation of approved curriculum and pedagogical changes. In addition, they will prepare progress reports to the campus Deans of Faculty, the Executive Dean for Curriculum and Instruction, and the Vice President for Academic and Campus Affairs.

**SUFFOLK COUNTY COMMUNITY COLLEGE**

**SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR  
HISTORY: WESTERN CIVILIZATION**

**LEARNING OUTCOMES/OBJECTIVES**

**A. Statement of SUNY Learning Outcomes:** Upon completion of their GE program, students will:

Demonstrate knowledge of the development of distinctive features of the history, institutions, economy, society, culture, etc., of Western Civilization, and relate the development of Western Civilization to that of other regions of the world.

**B. Additional College Learning Outcomes/Objectives:**

The overwhelming majority of students at Suffolk County Community College satisfy this particular SUNY General Education requirement by completing HS11: Western Civilization I and/or HS12: Western Civilization II. Thus, an assessment of Western Civilization I and II will be the focus of the first round of the assessment cycle.

FOR HS11 AND HS12

The student will be able to:

1. Indicate how past events and historic processes have impacted present society.
2. Demonstrate an awareness of key issues and ideas in history.
3. Identify interactions between Western and non-Western civilizations.
4. Distinguish between primary and secondary materials.
5. Think critically about historical events and be aware of how historical arguments are structured.
6. HS11: Demonstrate a basic understanding and knowledge of important cultures and changes which have impacted Western Civilization: Greece, Rome, Christianity, Germanic Peoples, Byzantine Empire, Rise of Islam, Medieval Culture, Rise of National Monarchies, Renaissance, Reformation.
  6. HS12: Demonstrate a basic understanding and knowledge of important cultures and changes which have impacted Western Civilization: Scientific Revolution, Enlightenment, French Revolution and Napoleon, Industrial Revolution, Nineteenth-century Ideologies, World War I, Russian Revolution, Totalitarianism, World War II, Holocaust, Post-World War II, Contemporary Western World.

## **PROGRAMMATIC ACTIVITIES**

**Courses:** HS11, HS12, HS20, HS22, ID11, ID12

### **Instructional/Learning Activities:**

Activities that aim at producing the desired learning outcomes are listed in each course outline and may include lectures, Socratic questioning, class discussion, reading and writing assignments, research assignments, audio-visual presentations, guest lectures, and various other learning tools to be determined by each faculty member.

## ASSESSMENT MEASURES AND METHODOLOGY

As stated above, since the overwhelming number of students at Suffolk County Community College satisfy the SUNY General Education requirement in Western Civilization by completing HS11 and/or HS12, an assessment of Western Civilization I and II will be the focus of the first round of the assessment cycle.

### **Type(s) of Measure(s):**

The methodology to be employed to assess student learning is that of multiple-choice objective testing. Two tests, one for HS11 and one for HS12, have been created and will be administered to all sections of these courses, at the Ammerman, Western and Eastern campuses, at the beginning and end of the semester (a pre- and post-test). These tests were constructed through the selection of questions submitted by faculty from the three campuses. The tests aim to measure students' attainment of the SUNY learning outcomes for Western Civilization.

### **Validity:**

The validity of this measure has been evaluated using a content validity and has a validity coefficient of 1.00, or 100% overlap between the items and content area domains. At the request of the history faculty, the college's Office of Institutional Research will be available for additional analysis.

### **Reliability:**

A multiple choice test of the material in HS11 and one of the material in HS12 will be evaluated using test-retest reliability. An estimate of  $r_{xx}=.90$ , or coefficient alpha  $=.90$  will be considered an acceptable level of reliability. At the request of the history faculty, the college's Office of Institutional Research will be available for additional analysis.

### **Sampling:**

Students will be provided with Scantron forms and these forms will be gathered at each campus. These will carry no identifying information, assuring the anonymity of students and faculty. After the forms for all sections have been collected, a random sample of 100 forms will be processed through the Scantron reader, allowing for an aggregate measure. This aggregate measure will provide a score for all sections, from the three campuses, combined. A breakdown of each question will also be examined, so that the test itself may be assessed for its adequacy.

## PERFORMANCE CRITERIA

### **Description of Rubric(s):**

The criteria to be employed in scoring student performance will follow the traditional method of assessment: correct or incorrect responses. The goal is to assess the degree of knowledge attained: what did the students know when they began coursework vs. what they know when they have completed the coursework.

### **Acceptable Performance Standard:**

Student performance will be examined for evidence of improvement: are the scores on the post-test higher than those on the pre-test? Thus one measurement to be looked at will be the point spread between the two tests. Another measurement will be the score attained on the post-test.

The following performance levels on the post-test are assigned as:

Does not satisfy the minimum standard	0-59%
Approaches the minimum standard	60-69%
Meets the minimum standard	70-79%
Exceeds the standard	80-100%

The goal: At least 75% of all students being assessed will meet the minimum standard.

## **ACTION PLAN**

After the exams are administered and scored, a committee of history faculty will evaluate the results and identify any areas of weakness. That committee will then analyze those areas and make recommendations for any needed changes for course materials, methodology, or curriculum. The committee will also consider other variables that affect student learning. Student literacy, for example, is a variable which supersedes methodology and course content; it is the basis on which learning rests. Other variables to be considered include student effort, motivation, and whether students seemed to take the tests seriously. The Report of the Provost's Task Force on the Assessment of Student learning Outcomes, November 28, 2000, recognizes these as variables affecting outcomes.

The history faculty as a whole will review recommendations made by the committee and determine an appropriate course of action. When recommended changes involve minor course/curriculum content or methodological revisions, the changes can be implemented independently of the college's governance body review process. When recommended changes in curriculum/course objectives or content are substantive, they will be submitted to the appropriate college governance bodies for review and approval.

In addition, if faculty agree, semester or annual tri-campus faculty meetings could be held to discuss the results of student testing. Faculty already meet informally to discuss and compare their experiences; scheduled faculty meetings would serve to formalize discussions already underway and perhaps replace informal discussion with structured debate.

Academic Chairs and other administrators who oversee the history program at the college will assume a leadership role in the implementation of approved curriculum and pedagogical changes. In addition, they will prepare progress reports to the campus Deans of Faculty, the Executive Dean for Curriculum and Instruction, and the Vice President for Academic and Campus Affairs.

## SUFFOLK COUNTY COMMUNITY COLLEGE

### SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR OTHER WORLD CIVILIZATIONS

#### LEARNING OUTCOMES/OBJECTIVES

**A. Statement of SUNY Learning Outcomes/Objectives:** Upon completion of their GE program, 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

**B. Additional College Learning Outcomes/Objectives:**

See appendix A and B

#### PROGRAMMATIC ACTIVITIES

**Courses:** This requirement is satisfied at Suffolk County Community College through the following courses: AN11 (Cultural Anthropology); AN20 (Caribbean Cultures); AN31 (Introduction to Archaeology); AN50 (Anthropology of Religion); AN55 (Native Americans); CO23 (Intercultural Communication); EG60 (Contemporary Global Literature); GY 15 (World Regional Geography); GY16 (Culture and Environment); GY17 (Political Geography); HS51 (Major World Cultures); HS57 (The Far Eastern World); HS90 (History of Religion); PL18 (World Philosophies); PO40 (World Politics).

During the first round of the assessment cycle, we will focus our assessment efforts on GY15: World Regional Geography, since more sections of GY15 are offered than any other course that satisfies this requirement. We will also assess another popular Other World Civilizations elective – AN11: Cultural Anthropology.

**Instructional/Learning Activities:** Classroom discussion and interactions, lecturing, simulations, maps and map exercises, writing projects, films, slides, and audio tapes. These activities may be added to as individual faculty see fit; for example, internet exercises, use of “Smart Class Room” technology, group projects, individual research and presentations.

## ASSESSMENT MEASURES AND METHODOLOGY

### **Type(s) of Measure(s):**

The methodology to be employed to assess student learning is that of multiple-choice objective testing. A test will be created and will be administered to all sections of GY15 at the Ammerman, Western and Eastern campuses, at the beginning and end of the semester (a pre- and post-test). These tests were constructed through the selection of questions submitted by faculty from the three campuses. The tests aim to measure students' attainment of the SUNY learning outcomes for Other World Civilization.

### **Validity:**

The validity of this measure has been evaluated using a content validity and has a validity coefficient of 1.00, or 100% overlap between the items and content area domains. At the request of the relevant faculty, the college's Office of Institutional Research will be available for additional analysis.

### **Reliability:**

A multiple choice test of the material will be evaluated using test-retest reliability. An estimate of  $r_{xx}=.90$ , or coefficient alpha  $=.90$  will be considered an acceptable level of reliability. At the request of the relevant faculty, the college's Office of Institutional Research will be available for additional analysis.

### **Sampling:**

Students will be provided with Scantron forms and these forms will be gathered at each campus. These will carry no identifying information, assuring the anonymity of students and faculty. After the forms for all sections have been collected, a random sample of 100 tests will be processed through the Scantron reader, allowing for an aggregate measure. This aggregate measure will provide a score for all sections, from the three campuses, combined. A breakdown of each question will also be examined, so that the test itself may be assessed for its adequacy.

## PERFORMANCE CRITERIA

### Description of Rubric(s):

As this is a multiple choice exam, the answers are either correct or incorrect with no room for interpretation. The goal is to assess the degree of knowledge attained: what did the students know when they began the course vs. what they know when they have completed the course.

### Acceptable Performance Standard:

The following performance levels are assigned by the rubric:

Does not satisfy the minimum standard	0-59%
Approaches the minimum standard	60-69%
Meets the minimum standard	70-79%
Exceeds the standard	80-100%

### Goal

- At least 25% of all students will exceed the standard.
- At least 75% of all students will meet the minimum standard.
- At least 90% of all students will approach the minimum standard or better.

**ACTION PLAN**

Geography faculty will analyze results to determine whether student learning is meeting the acceptable performance standard. Test scores will be reviewed and areas of weakness and strength noted. The committee will then make recommendations regarding course content and methodology. This review and subsequent recommendations will also be discussed with the general social science faculty to accomplish a broader input. Any questions regarded as ambiguous or misleading will be removed from the test or reworded. Teaching methodology and course content revisions will be collectively evaluated. Minor revisions or pedagogical changes will be done internally. If the revisions in the course content entail major revisions in course design or context, the faculty will submit a curriculum/course proposal change to the college Curriculum Committee for their review and approval.

Academic Chairs and/or Area Deans responsible for administering social science courses at the college will provide leadership in the implementation of any approved curriculum/pedagogical changes. In addition, they will prepare progress reports to the campus Deans of Faculty, the Executive Dean for Curriculum and Instruction, and the Vice President for Academic and Campus Affairs.

**Appendix A**  
**GY15: World Regional Geography**

**Course Objectives:**

1. Demonstrate a basic geographic literacy.
2. Describe the natural and scope of the discipline of geography.
3. Articulate major geographic theories and key thinkers and figures in geography.
4. Describe the world's major geographic realms, including: Russian Realms, East Asia, South Asia, Southeast Asia, Subsaharan Africa, North Africa and Southwest Asia. Central and South America.
5. Indicate the spatial forces that give uniqueness to each realm, including:
  - Environmental Setting (physical landscape) – landforms, water resources climate, energy resources, vegetation and soil, land use patterns, pollution and mineral resources.
  - Cultural Landscape – religion, language, ethnicity, history, history, economy, government, urbanization, and general level of development and case study of key issue.
6. Demonstrate greater appreciation and tolerance of the multi-cultural world in which we live.
7. Indicate familiarity with maps by engaging in map-reading exercises.
8. Show how a basic understanding of the above factors can serve as a tool in engendering greater citizen awareness and civic responsibility.
9. Demonstrate an ability to think critically about non-Western civilizations.

**Appendix B**  
**Anthropology 11: Cultural Anthropology**

**Learning Outcomes/Objectives:**

Upon completion of the Cultural Anthropology course, students will be able to:

1. Define and understand relativism, holism, comparativism, and fieldwork as perspectives fundamental to Cultural Anthropology.
2. Analyze the perspectives in terms of cultural models, e.g. subsistence patterns.
3. Apply these perspectives to cultures outside mainstream American culture and within our large society by using ethnographic accounts.
4. Identify and explain the theoretical frameworks utilized by anthropologists.
5. Understand and utilize basic research methodology specific to cultural anthropology.

## SUFFOLK COUNTY COMMUNITY COLLEGE

### SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR THE HUMANITIES

#### LEARNING OUTCOMES/OBJECTIVES

**Statement of SUNY Learning Outcomes:** Upon completion of their GE program, students will demonstrate:

Knowledge of the conversations and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education Program.

#### PROGRAMMATIC ACTIVITIES

**Courses:** Many courses (e.g. courses in English, Fine Arts, Music, Philosophy and Theatre) at the college satisfy the SUNY General Education requirement in the Humanities, but in the first round of the assessment cycle, our assessment efforts will focus on PL11: Issues in Philosophy and HM44: Mythology. Those two courses were chosen because they are among the most popular courses chosen by Suffolk students to satisfy the SUNY General Education requirement in the Humanities.

**Instructional/Learning Activities:**

Lectures, Socratic questioning, discussion, writing assignments, oral reports, research assignments, group projects.



## ASSESSMENT MEASURES AND METHODOLOGY

### **Type(s) of Measure(s):** Embedded Test Questions

Selected objective questions will be embedded in exams given at the end of the course and throughout the course. These questions will be selected through a consensus judgment by faculty from among all those submitted by faculty teaching the course at the college's three campuses.

**Validity:** The validity of this measures will be evaluated using a content validity and will have a validity coefficient of 1.00, or 100% or 100% overlaps between the items and the content area domains. The college's Office of Institutional Research and Assessment will be available to assist Humanities faculty in achieving this validity.

**Reliability:** Objective test questions embedded in exams in the selected courses will be evaluated using test-retest reliability. An estimate of  $r_{xx}=.90$ , or coefficient  $\alpha=.90$  will be considered an acceptable level of reliability. The college's Office of Institutional Research and Assessment will be available to Humanities faculty for additional analysis.

### **Sampling:**

Students will be provided with Scantron forms and these forms will be gathered at each campus. These will carry no identifying information, assuring the anonymity of students and faculty. After the forms for all sections have been collected, a random sample of 100 forms (for each course) will be processed through the Scantron reader, allowing for an aggregate measure. This aggregate measure will provide a score for all sections, from the three campuses, combined. A breakdown of each question will also be examined, so that the test itself may be assessed for its adequacy.

## PERFORMANCE CRITERIA: LABORATORY REPORT

### Description of Rubric:

The embedded test questions will relate to the specific learning outcomes of the two humanities courses being assessed in the first round of the SUNY General Education assessment cycle. There will be twenty questions for each course, each question being worth five points. The performance levels will be defined as follows:

<b>Level I:</b>	Does not satisfy the minimum standard:	0-59%
<b>Level II:</b>	Approaches the minimum standard:	60-69%
<b>Level III:</b>	Meets the minimum standard:	70-79%
<b>Level IV:</b>	Exceeds the standard:	80-100%

### Acceptable Performance Standard:

The Attainment of Level III will be considered meeting the standard. Of all students being assessed, 25% will exceed the standard, 75% will meet the standard, and 90% will approach or meet the minimum standard.

## ACTION PLAN

After the exams are administered and the embedded questions are scored, a committee of faculty who teach the selected courses will evaluate the results and identify any areas of weakness. That committee will then analyze those areas and make recommendations for any needed changes for course content or methodology. The appropriate faculty will then review those recommendations and determine a specific course of action. When recommended changes involve minor course content or methodological revisions, the changes can be implemented independently of the college's governance body review process. When recommended changes in course objectives or content are substantive, they will be submitted to the appropriate college governance bodies for review and approved.

Academic Chairs and/or Area Deans responsible for administering Humanities courses at the college will assume a leadership role in the implementation of approved curriculum and pedagogical changes. In addition they will prepare progress reports to the campus Deans of Faculty, the Executive Dean for Curriculum and Instruction, and the Vice President for Academic and Campus

Affairs.

## SUFFOLK COUNTY COMMUNITY COLLEGE

### SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR: THE ARTS

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#### Learning Outcomes/Objectives

**Statement of SUNY Learning Outcome:** Students will demonstrate understanding of at least one principal form of artistic expression and the creative process therein.

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#### Programmatic Activities

**Courses:** MU11 Understanding Music  
FA12 Art Appreciation  
FA17, FA18 Art History I and II  
TH21 Acting I

**Instructional Activities:** Lecture, discussion, writing and research; "hands-on" creative activities such as writing a musical melody, making a collage, or improvisational acting; critique of student performances

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#### Assessment Measures and Methodology

**Types of Measures:** At the end of the semester, as a part of their final exam, students in Music and Fine Art will write brief essays in class responding to a cluster of related assessment questions. Student essays will be judged by a team of faculty according to criterion-referenced scoring rubrics developed for each question. Scoring rubrics will be pilot-tested and refined. Faculty will be trained in the use of the rubrics by scoring sample student essays; evaluators will demonstrate a high level of reliability prior to conducting assessment scoring. Scores for individual questions within each cluster will be combined to produce a single score for each student which will place his/her performance within a five-step scale ranging from "failing to meet minimum standard" (score of 0-1), "approaching minimum standard" (score of 2), "meeting minimum standard" (score of 3), to "exceeding minimum standard" (score of 4).

In Theatre students in TH21 Acting I will be evaluated at the end of the term as they perform scenes, monologues and acting exercises. A jury of three Theatre faculty will evaluate student performances according to five criteria to assess clarity of dramatic action, creative use of imagination, and qualities of verbal presentation. Students will receive individual scores in each of the five criteria as well as an overall average score. Students will be scored on a four-point scale where 4 "exceeds the standard," 3 "meets minimum standard," 2 is "approaching minimum standard," and 1 is "failing to meet the minimum standard."

**Validity:** To assess the validity of the assessment process in Music and Fine Art, student assessment scores will be compared to the grades these same students achieved in their Music and Fine Art courses as well as in their freshman-level writing course (EG10 Developmental Writing or EG11 Standard

Freshman Composition). In Theatre assessment, scores will be compared to grades students earned in TH21. The assessment process will be considered valid if there is a correspondence between assessment scores and grades. Assessment rubrics gain validity when they are derived from recognized theoretical models such as Amabile's (1996) model for creativity assessment, Dewey (1934) and Osborne's (1968) theories of the roles and functions of art, and Biggs and Collis' (1982) empirically validated taxonomy of levels of observed learning outcome; in Acting the criteria used to evaluate student performance is derived from Robert Benedetti at the University of California/Irvine and Charles McGaw at the Goodman School of Drama.

**Reliability:** In Music and Fine Art, inter-rater reliability will be assessed during the scoring procedure by having a number of low-scoring essays and a number of high-scoring essays rescored by different evaluators. The assessment scoring process will be considered reliable if there is a high level (.80-1.0) of inter-rater reliability achieved during this "rescoring" procedure. In Theatre, jurors' scores for individual students will be evaluated for inter-rater reliability. Again, it is anticipated that a reliability of .8 or better will be achieved.

**Sampling:** In both Music and Fine Art, from the total number of student essays collected, a random sample of 100 essays will be selected for assessment. In Theatre a random selection of 80 students will be drawn from the entire pool of students enrolled in TH21 during the academic year (40 from the fall term, and 40 from the spring term). These 80 students will perform in the end-of-semester Acting Showcase held over three consecutive evenings at the conclusion of each semester where their performances will be assessed by a three-person jury.

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### Performance Criteria in Fine Art and Music

#### Description of Assessment Questions:

- Music:**
1. Define and discuss the principal characteristics of music as an art form.
  2. How is music used in society? Discuss several important contributions music makes in our lives.
  3. Describe and discuss the steps a composer takes in writing a musical composition, from his/her original idea to the performance of the finished piece.
- Art:**
1. Describe various visual art forms we encounter in our lives.
  2. Discuss the several functions art serves in society, both in contemporary life as well as historically.
  3. What makes a work of art beautiful or esthetically valuable?
  4. Describe and discuss the steps an artist takes in creating a work of art, from his/her original idea to the execution of the finished piece.

**Description of Rubrics:** Scoring rubrics are employed based on criteria which should appear in correct responses. Scoring is done for each question using a 5-step scale to measure level of learning demonstrated. This method of assessing student performance was developed by Biggs and Collis (Biggs and Collis, 1982) as a part of their Structure of Observed Learning Outcome (SOLO) Taxonomy; it has been empirically demonstrated to be both highly reliable and a valid method of assessment, particularly in the area of writing.

## Scoring:

0. **Prestructural** (fails to meet standard): No evidence of anything learned
1. **Unistructural** (fails to meet standard): One correct and relevant element present
2. **Multistructural** (approaching minimum standard): Several relevant elements are present but in an unrelated way, often presented in list form
3. **Relational** (meets minimum standard): Relevant elements are integrated into a generalized structure
4. **Extended/Abstract** (exceeds minimum standard): Integrated structure of relevant elements is related to other domains of knowledge

Each student will receive an individual score for his/her response to each question, as well as an overall average score.

**Criteria:** The following are ideas which should appear in student responses:

- Music:**
1. (Characteristics):
    - a) Music defined as organized sound often possessing qualities of rhythm, melody, harmony, timbre, tempo, dynamics
    - b) demonstrating creative intent involving thought and action
    - c) involving performance
  2. (Uses/Contributions):
    - a) Societal uses include social and religious ceremonies, entertainment, promotion of commerce, promotion of personal relationships, as a symbolic language
    - b) Personal uses include controlling one's emotional state, as a form of personal expression, as a vehicle for interrelation
  3. (Creative process): Composer's use of novel conception within a creative tradition (e.g., the symphonic form), the use of an inductive (intuitive) thought process, use of an evaluative critical system for making esthetic judgments, use of a process of repeated revision, and use of public response
- Art:**
1. (Art forms): Painting, prints/drawing, sculpture, architecture, "alternative media"/conceptual art, decorative arts/crafts, commercial art
  2. (Functions): Magic/religious ritual, propaganda, education, communication of cultural values, esthetic pleasure/vicarious experience, vehicle for personal expression
  3. (Esthetic value): Formal properties of color and form; principles of design such as harmony and dissonance, balance, asymmetrical balance, order, unity, proportion; beauty and interest

4. (Creative process): Artist's use of novel conception within a creative tradition (e.g., figurative painting), the use of an inductive (intuitive) thought process, use of an evaluative critical system for making esthetic judgments, use of a process of repeated revision, and use of public response

## Performance Criteria in Theatre

Student acting performances will be evaluated using the following criteria:

- Clarity of dramatic action (intention/objective)
- Use of imagination in developing character (believability)
- Effective use of costume and props to enhance character
- Line memorization
- Vocal projection and clarity of speech

Theatre students will be scored on a four-point scale where 4 "exceeds the standard," 3 "meets the minimum standard," 2 is "approaching the minimum standard," and 1 is "failing to meet the minimum standard."

**Acceptable Performance Standard:** In Fine Art and Music the minimum standard will be an overall score of "3." 75% of students assessed will achieve or exceed this minimum standard. In Theatre the minimum standard will be an overall score of "3." 80% of Theatre students will achieve or exceed this score.

### Action Plan

Faculty will analyze results to determine whether student learning is meeting the acceptable performance standard. In the event that results demonstrate that students are not achieving at the defined acceptable level of performance, faculty will develop teaching strategies and learning activities to address areas where deficiencies have been identified. If the recommended action involves only pedagogical changes or minor revisions in course content, the faculty can implement the changes immediately. If the recommended actions entail major revisions in course design or content, the faculty will submit a curriculum/course proposal change to the College Curriculum Committee for their review and approval. Academic Chairs or area Assistant Deans who administer the arts programs at the college will assume a leadership role in the implementation of approved curricular and pedagogical changes. In addition, they will prepare and submit progress reports to campus Deans of Faculty, the Executive Dean for Curriculum and Instruction, and the Vice President for Academic and Campus Affairs.

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## SUFFOLK COUNTY COMMUNITY COLLEGE

### SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR FOREIGN LANGUAGES

#### LEARNING OUTCOMES/OBJECTIVES

##### **Statement of SUNY Learning Outcomes:**

Students will demonstrate:

- 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

##### **Additional College Objectives:**

At the end of each foreign language course the student will be able (to a lesser or greater degree depending on the language level):

- to comprehend the target language in a speaking situation
- to speak correctly using appropriate vocabulary and standard grammar and syntax patterns in the target language
- to comprehend the main idea of various types of material written in the target language
- to write correctly using appropriate vocabulary and standard grammar and syntax patterns in the target language
- to show an understanding of most culturally determined behaviors of the target language speakers and a general appreciation for their culture.

##### **Specific Objectives for SP11 Elementary Spanish I and IT11 Elementary Italian I:**

###### **Objective 1**

Students who successfully complete SP11 or IT11 will be able to listen to and comprehend simple oral statements and questions as well as messages and conversations.

###### **Objective 2**

Students who successfully complete SP11 or IT11 will be able to make and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure, and phonology appropriate to the communicative situations and functions of this level.

**Objective 3**

Students who successfully complete SP11 or IT11 will be able to write a short paragraph based on familiar topics using known vocabulary and structures.

**Objective 4**

Students who successfully complete SP11 or IT11 will be able to read and comprehend a paragraph based on learned materials.

**Objective 5**

Students who successfully complete SP11 or IT11 will have knowledge of the basic aspects of the target language culture, such as climate and geography, family life, school, and university life, and how they compare with American culture.

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**PROGRAMMATIC ACTIVITIES****Courses:**

## Relevant Courses:

French Courses: FR11, FR12, FR13, FR51, FR52, FR60, FR61

German Courses: GE11, GE12, GE51, GE52, GE60, GE61

Italian Courses: IT11, IT12, IT 13 IT51, IT52, IT60, IT61

Spanish Courses: SP11, SP12, SP13, SP51, SP52, SP60, SP61, SP62,

SP63

The focus of the first round of assessment will be SP11 and IT11 since these courses are the most commonly taken by Suffolk Community College students to satisfy their General Education requirement in Foreign Languages.

**Instructional/Learning Activities:**

The Foreign Language Department uses the following instructional/learning activities to produce the desired learning outcomes for SP11 Elementary Spanish I and IT11 Elementary Italian I:

- oral exercises involving repetition of sounds and words
- oral exercises involving the practice of grammatical structures
- simple oral recitations
- group projects (role-playing, creating dialogs, presentation of projects)
- reading exercises
- writing exercises (compositions, journals/diaries, letters)
- media use (videos, cassettes, computer programs)
- reading of “culture notes” (identifying, analyzing and discussing basic aspects of the target culture)

## ASSESSMENT MEASURES AND METHODOLOGY

### **Type(s) of Measure(s):**

**For listening comprehension** students will correctly answer questions (true-false, multiple choice, short answer) based on a taped conversation and taped announcement which will be played two times.

**For reading comprehension** students will correctly answer questions on a paragraph based on learned materials.

**For speaking** students will role-play, using a minimum of 8 to 10 exchanges in the present tense, a directed situation with learned materials. A team of foreign language faculty using scoring rubrics will assess the oral skill.

**For writing** students will write, without the use of a dictionary, a paragraph of approximately 50 words on familiar topics. A team of foreign language faculty using scoring rubrics will assess the writing skill.

**To assess knowledge of basic aspects of the target culture** students will correctly answers questions (true-false, multiple choice, short answer) based on identification analysis and discussion of simple patterns of behavior or interactions of the target culture carried out in various settings such as school, family and the community.

### **Validity:**

The validity of assessment measures will be evaluated using a content validity (with a minimum validity coefficient of .81 or 90% overlap between the items and the content area domains) to ensure adequate domain sampling and measurement among the represented domains. Construct validity or criterion-related validity will also be evaluated to ensure that the test scores are true indicators of students' knowledge, skills, or abilities. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

### **Reliability:**

The reliability of subjective measures will be evaluated using inter-rater (scorer) reliability. A minimum estimate of  $r_{xx}=.80$  will be considered as an acceptable level of reliability. The reliability of objective measures will be evaluated using test-retest reliability, split-half reliability, alternate-forms reliability, or inter-item reliability. A minimum estimate of  $r_{xx}=.90$  will be considered as an acceptable level of reliability.

### **Sampling:**

On a three year rotating cycle, a representative sampling of SP11 and IT11 sections from each campus will be assessed. The sample will contain no fewer than 100 student artifacts and include all three campuses of the college.

## PERFORMANCE CRITERIA

### Description of Rubric(s):

#### Rubric for Assessment of Oral Skills

##### What Level of Performance of Oral Skills Exceeds Expectations? (4)

- Pronunciation is phonetically correct and almost error free.
- Ideas are expressed without unnatural pauses at a natural speed with total comprehensibility.
- Vocabulary is appropriate to the situation with interesting use of idioms
- There are virtually no grammatical errors.

##### What Level of Performance of Oral Skills Meets Expectations? (3)

- Pronunciation is comprehensible and generally correct.
- Ideas are expressed with few pauses which distract the listener.
- Vocabulary is correct and appropriate to the situation.
- There are few structural errors which do not impede communication.

##### What level of Performance of Oral Skills Approaches Expectations?(2)

- There are frequent errors in pronunciation which may confuse listener.
- Ideas are expressed with many pauses which may occasionally distract the listener but are mostly comprehensible.
- Vocabulary is limited but conveys the message.
- There are frequent structural errors; the speaker self-corrects on some.

##### What Level of Performance of Oral Skills Will Not Meet Expectations?(1)

- There are many errors in pronunciation which interfere with comprehension.
- There are excessive pauses which impede fluency.
- Vocabulary is inappropriate.
- There are errors in basic structures impeding communications.

## **Rubric for Assessment of Written Skills**

### **What Level of Performance of Writing Skills Exceeds Expectations? (4)**

- Writer uses a wide range of appropriate vocabulary.
- There is a smooth transition between clauses.
- There are virtually no grammatical errors.
- Writing is contextually correct
- There is appropriate vocabulary.
- Each clause fits within the context.
- There are few syntactical errors to impede communication.
- The content is comprehensible and generally correct.

### **What Level of Performance of Writing Skills Approaches Expectations? (2)**

- Communication is difficult with incorrect use of lexical items.
- The writer uses language significantly below expected levels.
- There are frequent errors in basic grammatical structures.
- Errors interfere with comprehensibility.

### **What Level of Performance of Writing Skills Will Not Meet Expectations?(1)**

- There are incomplete sentences with inappropriate vocabulary.
- Most structures are incorrect with constant use of the infinitive and no conjugation.
- Writer fails to communicate the main ideas.
- Most phrases are incomprehensible.

**What Level of Performance of Writing Skills Meets Expectations? (3)**

- There is appropriate vocabulary.
- Each clause fits within the context.
- There are few syntactical errors to impede communication.
- The content is comprehensible and generally correct.

**What Level of Performance of Writing Skills Approaches Expectations? (2)**

- Communication is difficult with incorrect use of lexical items.
- The writer uses language significantly below expected levels.
- There are frequent errors in basic grammatical structures.
- Errors interfere with comprehensibility.

**What Level of Performance of Writing Skills Will Not Meet Expectations? (1)**

- There are incomplete sentences with inappropriate vocabulary.
- Most structures are incorrect with constant use of the infinitive and no conjugation.
- Writers fails to communicate the main ideas.
- Most phrases are incomprehensible.

**Acceptable Performance Standard:**

80% of the students taking SP11 and IT11 will meet or exceed expectations for the course with rubric scores of 3 or higher.

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**ACTION PLAN**

Assessment results will be reviewed by the Foreign Language faculty from all campuses. If the acceptable performance standards are not met by 80% of the students taking SP11 or IT11, analyses of teaching methodologies and course content will be made. If changes are minor, revisions will be made by the Foreign Language faculty and will be reflected in course curricula. If changes are major, the proposed revisions will be submitted to the College Curriculum Committee and then through the subsequent governance process.

Academic Chairs and/or Area Deans responsible for administering foreign language courses at the college will, under the leadership of the College Coordinator for foreign language, oversee the implementation of any approved curriculum/pedagogical changes. In addition, they will submit progress reports to the Vice President for Academic and Campus Affairs, the Executive Dean for Curriculum and Instruction, and the Campus Deans of Faculty.

**SUFFOLK COUNTY COMMUNITY COLLEGE  
SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR  
BASIC COMMUNICATION: STANDARD FRESHMAN COMPOSITION**

**LEARNING OUTCOMES/OBJECTIVES**

**Statement of SUNY Learning Outcomes:**

Students will 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.

**PROGRAMMATIC ACTIVITIES**

**Courses: EG11: Standard Freshman Composition**

All students seeking degrees at the college are required to take and successfully complete EG11.

**Instructional Activities:** Student will have the opportunity to demonstrate these objectives through classroom assignments, essays, journals, portfolios, research paper, or other projects as determined by faculty.

**ASSESSMENT MEASURES AND METHODOLOGY**

**Types(s) of Measure(s): Essay Portfolio**

Throughout the semester, a committee of EG11 faculty will collect samples of student essays. At the end of the semester, the committee will holistically score the essays using a mutually agreed upon rubric (as described below) in order to determine the extent to which student essays exceed, meet, approach or do not meet minimum standards.

**Validity:** The validity of assessment measures will be evaluated using a content validity (with a minimum validity coefficient of .81 or 90% overlap between the items and the content area domains) to ensure adequate domain sampling and measurement among the represented domains. Construct validity or criterion-related validity will also be evaluated to ensure that the portfolio scores are true indicators of students' knowledge, skills, or abilities. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

**Reliability:** Scoring rubrics will be evaluated in terms of inter-rater (scorer) reliability, with a minimum reliability of .80 as an acceptable level.

**Sampling:** Once every three years, a representative randomly selected sample of students' essays will be selected from EG11 classes. The sample will contain no fewer than 100 student artifacts and include all three campuses of the college.

## PERFORMANCE CRITERIA

**Description of Rubrics(s):** Each student will be evaluated using a five-point scale in the following 6 categories: organization, development, expression, critical thought, revision, and research incorporation.

- 5 Indicates that the writing significantly exceeds the minimum standard. Research portfolio demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, adequate number of convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The portfolio demonstrates a strong ability to re-vision the essay from draft to draft in areas of purpose, content, and organization and is not limited to basic proof-reading skills. The writing perfectly accomplishes the objectives of the assignment.
- 4 Indicates that the writing exceeds the minimum standard. This score describes a high level of competency with minor flaws. Research portfolio contains above average composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. An adequate number of convincing supporting material is incorporated, and the portfolios demonstrates a strong ability to re-vision the essay from draft to draft in areas of content and organization and is not limited to basic proof-reading skills. The writing effectively accomplishes the goals of the assignment.
- 3 Indicates the writing meets minimum standards. Research portfolio demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. An adequate number of convincing supporting material is used but may be awkwardly incorporated from time to time, and the portfolio shows a limited ability to re-vision the essay from draft to draft, focusing mostly on areas of organization and basic proof reading. The writing minimally accomplishes the goals of the assignment.
- 2 Indicates flawed writing which approaches the minimum standard. Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. There is inadequate usage of supporting material and revision is strictly limited to proof-reading skills. The writing minimally accomplishes the majority of the goals of the assignment.

- 1 Indicates seriously flawed writing which fails to meet the minimum standard. Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Inadequate incorporation of supporting material and there is little, if any, revision demonstrated among drafts. The writing fails to accomplish the goals of the assignment.

**Organization** deals with the clarity of purpose, the relevance of information offered in support of the writer's purpose, the order of presentation of information in the essay, and the overall unity of the essay as a coherent whole.

In relation to the writer's purpose, **development** deals with the restriction of subject (focus), the appropriate progression of ideas, the sufficiency (breadth) of supporting information, and the thoroughness (depth) of the development of supporting ideas.

**Expression** deals with the effective use of clear prose, the effective use of varied language, (where appropriate) the effective use of affective language, and the use of appropriate grammar and usage to serve the writer's purpose.

**Critical thought** deals with the use of logical reasoning, the development of inference and insight, and the application of critical analysis.

**Research incorporation** includes proper acknowledgement of all source material both in the text and in the Works Cited section of the essay using MLA format. Source material should be appropriately integrated and the number of citations should be adequate for the amount of information taken from sources.

**Revision** is rethinking any of the above areas from a variety of perspectives for the purpose of improving the student's writing. It includes, but is not limited to, proof-reading skills, restructuring of arguments, developing stronger transitions, deeper analysis of primary and secondary texts, and developing more appropriate rhetorical expression according to audience needs.

**Acceptable Performance Standard:** Of the 100 students sampled, 75% of those students who complete the course will meet or exceed minimum acceptable standards (3 or better) in all the above-referenced areas.

## **ACTION PLAN**

The EG11 faculty committee will analyze results to determine whether student learning is meeting the acceptable performance standard. In the event that results demonstrate the students are not achieving at the defined acceptable level of performance, faculty will develop teaching strategies and learning activities to address areas where deficiencies have been identified. If the recommended action involves only pedagogical changes or minor revisions in course content, the faculty can implement the changes immediately. If the recommended actions entail major revision in course design or content, the faculty will submit a curriculum/course proposal change to the College Curriculum Committee for their review and approval.

Academic Chairs and/or Area Deans responsible for administering English courses at the college will provide leadership in the implementation of any approved curriculum/pedagogical changes. In addition, they will submit progress reports to the Vice President for Academic and Campus Affairs, the Executive Dean for Curriculum and Instruction, and the campus Dean of Faculty.

**SUFFOLK COUNTY COMMUNITY COLLEGE  
SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR  
BASIC COMMUNICATION: INTRODUCTION TO HUMAN COMMUNICATIONS**

**LEARNING OUTCOMES/OBJECTIVES**

**Statement of SUNY Learning Outcomes:**

- Research a topic, develop an argument, and organize supporting details
- Develop proficiency in oral discourse
- Evaluate an oral presentation according to established criteria

**PROGRAMMATIC ACTIVITIES**

**Courses:** This requirement is satisfied at Suffolk through the following courses: CO11: Introduction to Human Communications, CO12: Interpersonal Communication, CO15: Public Speaking. During the first round of the assessment cycle, we will focus our assessment efforts on CO11, since it is the course taken by the great majority of Suffolk students completing their A.A. and A.S. degrees.

**Instructional Activities:** Lecture, discussion, writing assignments, research assignments, oral presentations, student critiques of oral presentations

**ASSESSMENT MEASURES AND METHODOLOGY**

**Types(s) of Measure(s):** Teams of Speech-Communication faculty, trained in the application of the scoring rubric, will review a randomly selected sample of **student oral presentations, speech outlines and student critiques.**

**Validity:** The validity of the assessment measures will be evaluated using a content validity (with a minimum validity coefficient of .81 or 90% overlap between the items and the content area domains) to ensure adequate domain sampling and measurement among the represented domains. Construct validity or criterion-related validity will also be evaluated to ensure that the test scores are true indicators of students' knowledge, skills, or abilities. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

**Reliability:** The reliability of the assessment measures of students' knowledge, skill or performance based on single-samples or portfolios, essay tests, or other assessment techniques employing rubrics, will be evaluated using inter-rater (scorer) reliability. A minimum estimate of  $r_{xx} = .80$  will be considered as an acceptable level of reliability.

**Sampling:** Randomly selected samples of critiqued student work (oral presentations and outlines).  $N = 100$

## PERFORMANCE CRITERIA

### Description of Rubrics(s):

#### Level I - The performance does not meet the minimum standard

- The communicator presents a message that is *not appropriate* for either the purpose, occasion, or audience or is *without* a clear and identifiable purpose for the message.
- The message *does not fulfill* all major functions of a speech introduction and conclusion and *does not* use connectives.
- The message is supported using material that is *inadequate* in quality and variety.
- The communicator does not have a clear and coherent organizational structure, *does not provide* a logical progression of ideas, and *uses unclear or inappropriate* language.
- The communicator has little or no vocal variety; *does not* speak in a conversational mode; has unacceptable articulation, pronunciation and grammar; or *fails to use* physical behaviors that provide adequate support for the verbal message

#### Level II - The performance partially satisfies the minimum standard

- The communicator presents a message that is *deficient* in either the purpose, occasion, or audience and/or *does not have a sufficiently* clear and identifiable purpose.
- The message introduction, conclusion and connectives might *lack clarity* and/or might be *missing one or more* major functions.
- The message is supported using material that might be inadequate in quality or variety.
- The communicator might lack clarity and coherence in organizational structure, in the logical progression of ideas, and in the use of language.
- The communicator is *below average* in using vocal variety in a conversational mode; might be *deficient* in articulation, pronunciation or grammar; physical behaviors might not compliment or provide adequate support for the verbal message.

#### Level III - The performance meets the minimum standard

- The communicator presents a message that is *adequate* for the purpose, occasion, and audience with a purpose that is *reasonably* clear and identifiable.
- The message has an *identifiable* speech introduction and conclusion and uses connectives.
- The message is supported using material that is *average* in quality and variety.

- The communicator uses a *reasonably* clear and coherent organization structure, provides a *generally* logical progression within and between ideas, and uses language that is *reasonably* clear, vivid and appropriate.
- The communicator makes *average* use of vocal variety in a conversational mode; has *acceptable* articulation, pronunciation and grammar; and demonstrates physical behaviors that provide *adequate* support for the verbal message.

#### **Level IV - The performance exceeds the standard**

- The communicator presents a message that is *appropriate* for the purpose, occasion, and audience with a purpose that is *clear and identifiable*.
- The message *fulfills most* major functions of a speech introduction and conclusion and exhibits *proficient use of* connectives.
- The message is supported using material that is *appropriate* in quality and variety.
- The communicator uses a *clear and coherent* organizational structure, provides a *logical progression* of ideas, and uses language that is *clear, vivid and appropriate*.
- The communicator makes *good* use of vocal variety in a conversational mode; has *good* articulation, pronunciation and grammar; and demonstrates physical behaviors that adequately compliment and *support* the verbal message.

#### **Level V - The performance significantly exceeds the standard**

- The communicator presents a message that is not appropriate for the purpose, occasion, and audience with a purpose that is *exceptionally* clear and identifiable.
- The message fulfills all major functions of a speech introduction and conclusion and exhibits *exceptional* use of connectives.
- The message is supported using material that is *exceptional* in quality and variety.
- The communicator uses a clear and coherent organizational structure, provides a *logical progression* of ideas, and uses language that is clear, vivid and appropriate.
- The communicator makes *exceptional* use of vocal variety in a conversational mode; has excellent articulation, pronunciation and grammar; and demonstrates physical behaviors that compliment and support the verbal message

**Acceptable Performance Standard:** 80% of student samples will meet or exceed the minimum standard, a score of 3 (Level III) or better.

### **ACTION PLAN**

Speech-Communication faculty will analyze results to determine whether student learning is meeting the acceptable performance standard. In the event that results demonstrate that students are not achieving at the defined acceptable level of performance, faculty will develop teaching strategies and learning activities to address areas where deficiencies have been identified. If the recommended action involves only pedagogical changes or minor revisions in course context, the faculty can implement the changes immediately. If the recommended actions entail major revisions in course design or context, the faculty will submit a curriculum/course proposal change to the College Curriculum Committee for their review and approval.

Academic Chairs and/or Area deans responsible for administering speech-communications courses at the college will provide leadership in the implementation of any approved curriculum/pedagogical changes. In addition, they will submit progress reports to the Vice President for Academic and Campus Affairs, the Executive Dean for Curriculum and Instruction, and the campus Dean of Faculty.

**SUFFOLK COUNTY COMMUNITY COLLEGE**

**SUNY GENERAL EDUCATION (GE) ASSESSMENT PLAN FOR  
CRITICAL THINKING (INFUSED COMPETENCY)**

**LEARNING OUTCOMES/OBJECTIVES**

**SUNY Learning Outcomes/Objectives**

**Upon completion of their GE program, students will be able to:**

1. Identify, analyze, and evaluate arguments in their own or other's work
2. Develop well reasoned arguments

**Additional College Learning Outcomes/Objectives**

**Upon completion of their GE program, students will be able to:**

3. Demonstrate the ability to analyze and solve problems

**PROGRAMMATIC ACTIVITIES**

**Courses:** Critical Thinking skills will be integrated into all GE courses at the College. When a new course is proposed at the College as one that satisfies a SUNY GE requirement, the faculty member proposing the course will be required to demonstrate to the Campus or College Curriculum Committee exactly how the proposed course will achieve the learning outcomes identified for the SUNY infused competency of critical thinking.

**Instructional/Learning Activities:** Among those activities that might include a critical thinking component are the following: exams, papers, research projects, laboratory reports, diaries/journals, response/reaction papers, critiques of artistic work (music, theatre/cinema, art, writing), problem-solving assignments, debates, oral presentations, portfolios. Other activities appropriate to the discipline and meeting the outcomes stated above may also be considered as acceptable activities.

## ASSESSMENT MEASURES AND METHODOLOGY

### **Type(s) of Measure(s):** *Institutional (Product-based)Portfolio*

- Faculty who teach courses that have been approved as meeting SUNY GE requirements in the knowledge and skills areas will include the SUNY critical thinking (reasoning) learning outcomes in their course objectives. The additional learning outcome, specific to problem solving, listed in the plan can be included if appropriate to course content.
- Assignments in the courses will specify instructional/learning activities, which support attainment of critical thinking competencies as listed in course objectives.
- On a three-year rotation cycle, faculty teaching selected GE courses will submit to the College General Education Assessment Committee a syllabus and description of an assignment that reflects critical thinking skills.
- Faculty teaching the selected courses will also submit samples of completed student work representative of the assignment that reflects critical thinking.
- A critical thinking rubric was developed by the College Assessment Coordinator and reviewed by faculty with an expertise in critical thinking; this rubric will be integrated into the College Assessment Manual and will be available to all faculty to review and adopt.
- Faculty using the rubric will be trained on applying the rubric to assignments to assure reliability standards (stated below) are met.
- In applying the critical thinking rubric to the submitted samples of student work, a faculty team (3-4) will use a holistic assessment technique.
- The rubric score will reflect the level of student performance on the assignment related to critical thinking.

**Validity:** Content validity to ensure adequate domain sampling and measurement among the represented domains will be applied. Using content validity, a minimum validity coefficient of .81 or 90% overlap between the items and content area domains. Over time the construct and criterion-related validity of these measures will be assessed as well. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

**Reliability:** Scoring rubrics will be evaluated in terms of inter-rater (scorer) reliability, with a minimum reliability of .80 as an acceptable level.

**Sampling:** On a three-year rotating cycle, one course from each of the 10 SUNY GE knowledge and skills area will be selected to assess the critical thinking competency of students. Through consultation with the Office of Institutional Research, a representative and

statistically reliable sample of student work, i.e. assignments reflecting critical thinking, will be created. The sample will contain no fewer than 100 student artifacts and include all three campuses of the college.

### **PERFORMANCE CRITERIA**

**Description of Rubric(s):** The critical thinking rubric includes criteria of “exceeding (4), meeting (3), approaching (2) or not meeting (1)” the standard (see attached).

**Acceptable Performance Standard:** An individual rubric score of 3 per learning outcome will be considered meeting the standard; At least 70% of all students being assessed for the critical thinking competency should obtain an individual score of 3 or higher for each competency on the rubric.

## **ACTION PLAN**

1. Based on the assessment findings, a report will be generated to the Academic Chairs/Area Deans documenting observed strengths and weaknesses pertaining to critical thinking skills. This will occur every three years in the assessment cycle.
2. The Academic Chairs/Area Deans will disseminate the report and discuss it with their faculty. Based on these discussions, academic chairs will work with faculty to enhance students' critical thinking skills through curricular and pedagogical changes.
3. The Academic Chairs/Area Deans will assume a leadership role in the implementation of recommended curricular and pedagogical changes related to the improvement of students' critical thinking skills. In addition, they will submit progress reports to the Vice President for Academic and Campus Affairs, Executive Dean for Curriculum and Instruction and the campus Deans of Faculty.
4. A computer-assisted mechanism for maintaining files containing sample assessment measures and rubrics will be developed by the College Assessment Coordinator and made available to the entire college community on the College assessment web page and in the College Assessment Manual.
5. The assessment coordinator, in order to support electronic maintenance of assessment files, will investigate grant funding for initiation of an electronic portfolio project.

**SUFFOLK COUNTY COMMUNITY COLLEGE**

**SUNY GENERAL EDUCATION CRITICAL THINKING RUBRIC**

<b>Learning Outcomes</b>	<b>Does Not Meet the Standard (1 point)</b>	<b>Approaches the Standard (2 point)</b>	<b>Meets the Standard (3 points)</b>	<b>Exceeds the Standard (4 points)</b>
Identify, analyze and evaluate arguments in their own or other's work (SUNY)	The student fails to identify the main point (s) and simply repeats or paraphrases information from other sources.	The student identifies the main point (s) and relevant information.	The student identifies the main point(s). <i>In addition</i> , the student's analysis is specific clear, and thorough. The student identifies uncertainties. The student's evaluation is sound and explores interpretations and uncertainties; is able to communicate conclusions to intended audience.	The student identifies the main point(s). In addition, the student's analysis is specific clear, and thorough; The student identifies uncertainties. The student's evaluation is sound and explores interpretations and uncertainties; is able to communicate conclusions to intended audience. <i>In addition</i> , the student prioritizes alternatives and conclusions and is open to refinement and assessment.
Develop well reasoned arguments (SUNY)	The student fails to develop the argument and simply repeats or paraphrases information from other sources.	The student develops the argument with relevant information.	The student develops the argument with relevant information. <i>In addition</i> , the student expresses connections between supporting ideas and conclusions; organizes information in a meaningful way; is able to communicate conclusions to intended audience.	The student develops the argument with relevant information; the student expresses connections between supporting ideas and conclusions; organizes information in a meaningful way; is able to communicate conclusions to intended audience. <i>In addition</i> , the student understands the role of biases and assumptions when developing arguments;

				interprets evidence from various points of view and is open to refinement and assessment.
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<b>Learning Outcomes</b>	<b>Does Not Meet the Standard (1 point)</b>	<b>Approaches the Standard (2 point)</b>	<b>Meets the Standard (3 points)</b>	<b>Exceeds the Standard ( 4 points)</b>
Analyze and solve problems (SCCC)	Can not identify the problem and does not know how to obtain relevant information.	The student identifies the problem, uncertainties and relevant information; explores solutions to the problem and recognizes there may not be a single correct answer.	The student identifies the problem, relevant information and uncertainties; explores solutions to the problem and recognizes there may not be a single correct answer. <i>In addition</i> , by interpreting evidence from a variety of sources, the student prioritizes alternatives and selects a solution; is able to communicate a solution to intended audience.	The student identifies the problem, relevant information and uncertainties; explores solutions to the problem and recognizes there may not be a single correct answer. The student interprets evidence from a variety of sources, prioritizes alternatives and selects a solution; is able to communicate a solution to intended audience. <i>In addition</i> , the student integrates alternatives, monitors impact of solutions and refines/modifies strategies for addressing the solution to the problem.

The student will complete written assignment(s) reflecting both of the SUNY critical thinking learning outcomes. If desired, the additional learning outcome can be addressed in assignments. The assignment will be assessed and scored based on the criteria in the rubric.

**For each learning outcome:**

- 4 points = exceeds standard
- 3 points = meets standard
- 2 point = approaches standard
- 1 point = does not meet standard

A score of 3 points on each outcome meets the standard for the two *required* SUNY critical thinking learning outcomes; if measured, a score of 3 points on the additional learning outcome meets the standard.

- 70% of student assignments assessed for the critical thinking learning outcomes will meet the standard with a minimum score of 3 points on each competency.

## SUFFOLK COUNTY COMMUNITY COLLEGE

### SUNY GENERAL EDUCATION ASSESSMENT PLAN FOR INFORMATION MANAGEMENT (INFUSED COMPETENCY)

#### LEARNING OUTCOMES/OBJECTIVES

##### SUNY Learning Outcomes/Objectives

##### Upon completion of their GE program, students will be able to:

1. use the following types of computer applications: word-processing, presentation, e-mail, and Web-browsing,
2. use basic research techniques; and
3. locate, evaluate, and synthesize information from a variety of sources.

#### PROGRAMMATIC ACTIVITIES

**Courses:** Information management skills will be integrated into all GE courses at the college. When a new course is proposed as one that satisfies a SUNY GE requirement, the faculty member proposing the course will be required to demonstrate to the Campus/College Curriculum Committee how the proposed course will achieve the learning outcomes identified for the SUNY infused competency of information management.

**Instructional/Learning Activities:** Among those activities that might include an information management component are the following: exams, research papers/projects, laboratory reports, bibliography preparation, library/Web search assignments, Web-design projects, research logs, critiques of artistic work (music, theatre/cinema, art, writing), e-communication participation, oral presentations of research findings. Other activities appropriate to the discipline and meeting the outcomes stated above may also be considered acceptable activities.

## ASSESSMENT MEASURES AND METHODOLOGY

### **Type(s) of Measure(s):** *Institutional (Product-based) Portfolio*

- Faculty who teach courses that have been approved as meeting SUNY GE requirements in the knowledge and skills areas will include information management learning outcomes in their course objectives.
- Assignments in the courses will specify instructional/learning activities which support attainment of the information management competency as listed in course objectives.
- On a three-year rotation cycle, faculty teaching selected GE courses will submit to the College General Education Assessment Committee a syllabus and description of an assignment (or assignments) that reflect(s) information management skills.
- Faculty teaching the selected courses will also submit samples of completed student work representative of the assignment(s) that reflect(s) information management.
- Rubrics assessing the three learning outcomes of information management have been developed. The rubrics will be further reviewed by faculty with an expertise in information management and integrated into the College Assessment Manual and will be available to all faculty to review and adopt.
- Faculty using the rubric will be trained on applying the rubric to assignments to assure reliability standards (stated below) are met.
- In applying the information rubrics to the submitted samples of student work, a faculty team (3-4) will use a holistic assessment technique.
- Rubric score on each outcome will reflect the level of student performance on the assignment related to a specific outcome of information management.

**Validity:** Content validity to ensure adequate domain sampling and measurement among the represented domains will be applied. There will be a minimum validity coefficient of .81 or 90% overlap between the items and content area domains. Over time the construct and criterion-related validity of these measures will be assessed as well. A minimum validity coefficient of .70 will be considered as an acceptable level of construct or criterion-related validity.

**Reliability:** Scoring rubrics will be evaluated in terms of inter-rater (scorer) reliability, with a minimum reliability of .80 as an acceptable level.

**Sampling:** On a three-year rotating cycle, one course from each of the 10 SUNY GE knowledge and skills area will be selected to assess the information management competency of students. Through consultation with the Office of Institutional Research, a representative and statistically reliable sample of student work, i.e. assignments reflecting information management skills, will be created. The sample will contain no fewer than 100 student

artifacts and include all three campuses of the college.

### **PERFORMANCE CRITERIA**

**Description of Rubric(s):** Three analytic scoring rubrics that will be used to judge students' performance on outcomes 1 to 3 contain 4, 4, and 3 subcategories, respectively. Each subcategory includes criteria of: "not meeting" (1 point), "approaching" (2 points), "meeting" (3 points), and "exceeding" (4 points) the standard (see Appendices A to C).

**Acceptable Performance Standard:** Subcategory scores will be computed to form an average score for each learning outcome. An individual average score of 3 per learning outcome will be considered as meeting the standard; At least 70% of all students being assessed for the information management competency should obtain a score of 3 or higher on each rubric.

### **ACTION PLAN**

1. Based on the assessment findings, a report will be generated to the Academic Chairs/Area Deans documenting the observed strengths and weaknesses pertaining to information management skills. This will occur every three years in the assessment cycle.
2. The Academic Chairs/Area Deans will disseminate the report and discuss it with their faculty. Based on these discussions, academic chairs will work with faculty to enhance students' information management skills through curricular and pedagogical changes.
3. The Academic Chairs/Area Deans will assume a leadership role in the implementation of recommended curricular and pedagogical changes related to the improvement of students' information management skills. In addition, they will submit progress reports to the Vice President for Academic and Campus Affairs, Executive Dean for Curriculum and Instruction, and the campus Deans of Faculty.
4. A computer-assisted mechanism for maintaining files containing sample assessment measures and rubrics will be developed by the College Assessment Coordinator and made available to the college community on the College Assessment Web page and in the College Assessment manual.
5. The College Assessment Coordinator, in order to support electronic maintenance of assessment files, will investigate grant funding for the initiation of an electronic portfolio project.

**APPENDIX A: RUBRIC FOR INFORMATION MANAGEMENT OUTCOME #1**

	<b>Not Meeting (1 point)</b>	<b>Approaching (2 points)</b>	<b>Meeting (3 points)</b>	<b>Exceeding (4 points)</b>
<b>Word-processing</b>	No use of a word-processing application.	Create a text document that demonstrates the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• Font size</li> <li>• Margins</li> <li>• Spacing</li> <li>• Save</li> <li>• Print</li> </ul>	Create a text document that demonstrates the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• Font size</li> <li>• Margins</li> <li>• Spacing</li> <li>• Save</li> <li>• Print</li> <li>• Font style</li> <li>• Text alignment</li> <li>• Spelling checker</li> <li>• Page numbers</li> </ul>	Create a text document that demonstrates the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• Font size</li> <li>• Margins</li> <li>• Spacing</li> <li>• Save</li> <li>• Print</li> <li>• Font style</li> <li>• Text alignment</li> <li>• Spelling checker</li> <li>• Page numbers</li> <li>• Other (e.g., tables, graphics, envelopes and labels, etc.)</li> </ul>
<b>Presentation</b>	No use of a presentation application.	Create a presentation file that demonstrates the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• Save</li> <li>• Print handouts</li> </ul>	Create a presentation file that demonstrates the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• Save</li> <li>• Print handouts</li> <li>• Clear text</li> <li>• Spelling checker</li> <li>• Slide numbers</li> <li>• Visual aids (charts, tables, graphics, or diagrams)</li> </ul>	Create a presentation file that demonstrates the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• Save</li> <li>• Print handouts</li> <li>• Clear text</li> <li>• Spelling checker</li> <li>• Slide numbers</li> <li>• Visual aids (charts, tables, graphics, or diagrams)</li> <li>• Other (e.g., audio, video, etc.)</li> </ul>

**APPENDIX A: RUBRIC FOR INFORMATION MANAGEMENT OUTCOME #1 (Continued)**

	<b>Not Meeting (1 point)</b>	<b>Approaching (2 points)</b>	<b>Meeting (3 points)</b>	<b>Exceeding (4 points)</b>
<b>E-mail</b>	No use of an e-mail application.	Create an e-mail message that demonstrates the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• To, From, and Subject fields</li> <li>• Send</li> <li>• Save</li> <li>• Print</li> </ul>	Create e-mail messages that demonstrate the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• To, From, and Subject fields</li> <li>• Send</li> <li>• Save</li> <li>• Print</li> <li>• Font size</li> <li>• Spelling checker</li> <li>• Reply</li> <li>• Reply to all</li> <li>• Forward</li> <li>• Attachment</li> </ul>	Create e-mail messages that demonstrate the appropriate use of the following functions and/or features: <ul style="list-style-type: none"> <li>• To, From, and Subject fields</li> <li>• Send</li> <li>• Save</li> <li>• Print</li> <li>• Font size</li> <li>• Spelling checker</li> <li>• Reply</li> <li>• Reply to all</li> <li>• Forward</li> <li>• Attachment</li> <li>• Other (e.g., listserv, background, signature, address book, etc.)</li> </ul>
<b>Web-browsing</b>	No use of a Web-browsing application.	Access Web pages and demonstrate the appropriate use of the following functions: <ul style="list-style-type: none"> <li>• Address field</li> <li>• Print</li> </ul>	Access Web pages and demonstrate the appropriate use of the following functions: <ul style="list-style-type: none"> <li>• Address field</li> <li>• Print</li> <li>• Save files, images or Web pages</li> <li>• Favorites (or bookmarks)</li> <li>• Search engines/directories</li> </ul>	Access Web pages and demonstrate the appropriate use of the following functions: <ul style="list-style-type: none"> <li>• Address field</li> <li>• Print</li> <li>• Save files, images or Web pages</li> <li>• Favorites (or bookmarks)</li> <li>• Search engines/directories</li> <li>• Other (e.g., chat, threaded discussion, etc.)</li> </ul>

**Scoring and Standard**

Subcategory scores will be computed to form an average score.

Exceeds standard: an average score of 3.5 or higher

Meets standard: an average score of 3 or higher but less than 3.5

Approaches standard: an average score of 2 or higher but less than 3

Does not meet standard: an average score of less than 2

**APPENDIX B: RUBRIC FOR INFORMATION MANAGEMENT OUTCOME #2**

	<b>Not Meeting (1 point)</b>	<b>Approaching (2 points)</b>	<b>Meeting (3 points)</b>	<b>Exceeding (4 points)</b>
<b>Identify Information Need</b>	No pertinent information identified and/or used	Some pertinent information identified and used	Pertinent and sufficient information identified and used	Extensive pertinent information identified and used
<b>Search Skills</b>	No evidence of systematic information search	Evidence of using a basic information access point (title, author, subject, keyword) to identify information sources; using basic information sources	Evidence of using multiple information access points (title, author, subject, keyword) to identify information sources; using Boolean operators; using basic and specialized information sources	Evidence of sophistication in the selection and searching of basic and specialized information sources
<b>Credit Sources</b>	Fails to credit any sources when necessary	Inconsistently credits sources when necessary	Consistently credits sources when necessary	In all cases, credits sources when necessary
<b>Cite Information Sources</b>	Fails to use correct citation format (MLA, APA, etc.) when appropriate	Inconsistently uses correct citation format (MLA, APA, etc.) when appropriate	Consistently uses correct citation format (MLA, APA, etc.) when appropriate	In all cases, uses correct citation format (MLA, APA, etc.) when appropriate

**Scoring and Standard**

Subcategory scores will be computed to form an average score.

Exceeds standard: an average score of 3.5 or higher

Meets standard: an average score of 3 or higher but less than 3.5

Approaches standard: an average score of 2 or higher but less than 3

Does not meet standard: an average score of less than 2

**APPENDIX C: RUBRIC FOR INFORMATION MANAGEMENT OUTCOME #3**

	<b>Not Meeting (1 point)</b>	<b>Approaching (2 points)</b>	<b>Meeting (3 points)</b>	<b>Exceeding (4 points)</b>
<b>Locate Information from Various Sources</b>	Fails to locate/access information from more than one source	Locates/accesses a limited variety of information sources (monographs, online databases, multimedia, etc.)	Locates/accesses a variety of information sources (monographs, online databases, multimedia, etc.)	Locates/accesses a wide variety of information sources (monographs, online databases, multimedia, etc.)
<b>Evaluate Information</b>	Little or no evidence of using evaluative criteria (timeliness, authority, validity, reliability, accuracy)	Some evidence of using evaluative criteria (timeliness, authority, validity, reliability, accuracy)	Sufficient evidence of using evaluative criteria (timeliness, authority, validity, reliability, accuracy)	Comprehensive use of evaluative criteria (timeliness, authority, validity, reliability, accuracy)
<b>Synthesize Information Gathered</b>	Fails to recognize interrelationships among concepts or combine them in coherent whole	Recognizes some interrelationships among concepts and combines them in coherent whole	Recognizes interrelationships among concepts and combines them in coherent whole	Extends initial synthesis to form new concepts/hypotheses

**Scoring and Standard**

Subcategory scores will be computed to form an average score.

Exceeds standard: an average score of 3.5 or higher

Meets standard: an average score of 3 or higher but less than 3.5

Approaches standard: an average score of 2 or higher but less than 3

Does not meet standard: an average score of less than 2