

SUNY Broome General Education Course Assessment Map & Plan Guidelines

1. Course Title & Number: Write the name of the course and the corresponding number (as found in the catalogue).

2. Course Modalities: how the course is taught (in class, online, blended, Fast Forward). Middle States (MSCHE) expects that courses be assessed across all modalities in which your course was offered at the time of assessment. This helps you obtain an accurate picture of whether or not students taking your course are meeting course SLOs, regardless of modality.

3. SUNY GER Category: The general education category to which your course belongs (see below list). If your course captures one of the competencies below, please include that here.

1. Mathematics
2. Natural Sciences
3. Social Sciences
4. American History
5. Western Civilization

6. Other World Civilizations
7. Humanities
8. The Arts
9. Foreign Language
10. Basic Communication

Competencies:

1. Critical Thinking
2. Information Management

4. SUNY GER Learning Outcomes: These are the learning outcomes, developed by SUNY, as stated in the *Guidelines for the approval of State University Gen Ed Requirement Courses*. **Please review that document for the SUNY GER Learning Outcomes related to your category.**

Please note: Every SUNY GER learning outcome in the chosen general education category must be mapped to your course SLOs. This means that while your course SLO does *not* have to match the exact language of the SUNY learning outcome, it should capture its essence. Some general education categories only have 1 SUNY learning outcome, others have 5.

5. Assessment Schedule: Indicate the schedule of assessment for your course.

6. Alignment of Course SLO with SUNY BCC ILO, SUNY-GER SLO (if applicable) & Assessment Plan: This section allows you to “map” each course SLO to a SUNY GER category (if your course is an approved SUNY Gen Ed) and to the Broome ILOs. The assessment timeline, learning activity, and criteria/benchmark are mapped. This mapping will aid you in the future when you begin utilizing Nuventive for course/program mapping and assessment capture.

a. SUNY GER SLO: Indicate which SUNY GER SLO is captured by that course SLO. ***The SUNY GER SLOs are those found within the SUNY guidelines and which were typed in the SUNY GER Learning Outcomes section. If your SLO does not capture a SUNY GER SLO, or is not a Gen Ed course, write N/A.

b. SUNY BCC ILO: These are the **Institutional Learning Outcomes** established by the college. MSCHE expectations are that every course SLO should map to at least one BCC ILO. It is not expected that every Broome ILO is captured within your one course. Within your program, students should have achieved each ILO at some point.

Indicate which SUNY BCC ILO is captured by that specific course SLO. You will likely not capture every BCC ILO in your course. That is ok. However, every course SLO should map to at least one BCC ILO. MSCHE standards require that our academic programs align with the mission and ILOs of the college. See the below **crosswalk** to help you select which BCC ILO is most appropriate to capture the course SLO and SUNY GER Learning Outcome, to meet MSCHE and SUNY GER components.

1. Cultural and global awareness
2. Critical analysis and decision making
3. Oral and written communication
4. Scientific and quantitative reasoning
5. Technological competency
6. Information Literacy

c. Assessment Timeline: Indicate which semester/year assessment will occur for that course SLO. Some departments choose to split their assessment up between fall/spring in one academic year (that counts as one year). For example, they may assess 3 course SLOs in the fall and 3 in the spring. Some choose to do all course SLOs in one semester. Others may choose to rotate years for assessing course SLO and may assess a few course SLOs one academic year, the rest in a different academic year. *The assessment schedule should fit the needs of your department.*

d. Learning Activity: Indicate what type of learning activity will be used to assess that course SLO. You do NOT need to write the actual questions of your assessment here. You may indicate the *method* of assessment (e.g. quiz, exam, written paper, discussion question, lab exercise). Rubrics allow for direct measurement of student success in an objective manner. If using a rubric, you can indicate that here. Please note: you can change assessment activities in the future, to fit the needs of your department. This mapping is a guideline to get you started with the process.

e. Criteria for Success/Benchmark: Indicate the **criteria** and **benchmark** used to assess that course SLO.

Criteria means how will you measure success for student achievement of that SLO? In other words, what are your standards for judging learning? If using a rubric, you can include rubric criteria (e.g. Exceeds, Meets, Does not Meet). If using an exam or quiz, what is the score that indicates to you that learning has been achieved?

A **benchmark** is the predetermined criteria that you believe would be acceptable for student achievement for that course SLO. For example, your benchmark may indicate that you expect 80% of students to meet the criteria you have set for the assessment of that SLO.

Crosswalk for GER requirements & Broome ILOs

GER Requirements Crosswalk SUNY Broome Community College			
MSCHE GER Curriculum Components	SUNY GER Curriculum Areas & Components	New BCC ILOs	Old BCC ILOs
Cultural and global awareness and cultural sensitivity	Western Civilization, Other World Civilizations, Foreign Language, Humanities, Arts	(ILO 1) Cultural and global awareness	ISLO 1, ISLO 4, ISLO 6
Values, ethics, and diverse perspectives	Social Science, American History, Other World Civilizations, Foreign Languages, Humanities, Arts	(ILO 1) Cultural and global awareness	ISLO 1, ISLO 5, ISLO 6
Critical Analysis and Reasoning	Critical Thinking	(ILO 2) Critical analysis and decision-making	ISLO 5, ISLO 7
Oral and written communication	Basic Communication (Written and Oral)	(ILO 3) Oral and written communication	ISLO 2
Scientific and Quantitative Reasoning	Natural Science, Social Science, Mathematics	(ILO 4) Scientific and quantitative reasoning	ISLO 3
Technological Competency	Basic Communication, Information Management	(ILO 5) Technological competency	ISLO 1
Information Literacy	Information Management	(ILO 6) Information literacy	ISLO 3

OLD SUNY Broome ILOs (Institutional Learning Outcomes)

1. **(ILO 1)** Apply relevant knowledge, technology, and tools from the academic disciplines in the contexts of personal, professional, and civic interactions, with sensitivity to diverse peoples and cultures.
2. **(ILO 2)** Read, write, speak, and listen effectively in both personal and professional spheres.
3. **(ILO 3)** Retrieve, organize, analyze, evaluate, and appropriately use information.
4. **(ILO 4)** Perform effectively as a team member.
5. **(ILO 5)** Reflect on, reason about, and form independent judgments on a variety of ideas and information, and use these skills to guide their beliefs and actions.
6. **(ILO 6)** Exercise individual and social responsibilities through personal development and self-advocacy, healthy life-style choices, ethical behavior, civic involvement, interaction with diverse cultures, commitment to life-long learning, and engagement with global issues.
7. **(ILO 7)** Integrate knowledge and skills gained and adapt them to new settings, questions, and responsibilities.

NEW SUNY Broome ILOs (Institutional Learning Outcomes)

1. Cultural and global awareness
2. Critical analysis and decision making
3. Oral and written communication
4. Scientific and quantitative reasoning
5. Technological competency
6. Information Literacy