

### General Education Course Evaluation Rubric

| <b>Assessment Plan Evaluation</b>   | <b>Check if<br/>Criteria<br/>Met</b> |
|---|--------------------------------------|
| <p><b>1 Course SLO</b></p> <p>Every student learning outcome as written in the college catalogue and syllabus has been listed, which aligns with the SUNY-GER (as appropriate/or indicated by N/A), SUNY Broome ILOs, and MSCHE GER curriculum components.</p>  |                                      |
| <p><b>2 SUNY-GER SLO</b></p> <p>SUNY-GER SLOs have been listed, as identified in the GER-outcomes, and are mapped to MSCHE GER curriculum and BCC ILOs, using the established crosswalk. Course SLOs which are not SUNY-GER are indicated by N/A.</p>   |                                      |
| <p><b>3 SUNY Broome ILO</b></p> <p>The new SUNY BCC ILOs have been listed, and are mapped to SUNY-GER SLOs and MSCHE GER curriculum components, using the established crosswalk. Every Course SLO is mapped to a SUNY Broome ILO.</p>   |                                      |
| <p><b>4 Assessment Timeline</b></p> <p>The assessment schedule has been listed with specific timeframes (frequency) for the course to be assessed, including semester and year of assessment. All course modalities for which the course is offered and to be assessed are listed.</p>  |                                      |
| <p><b>5 Learning Activity</b></p> <p>Specific assignments including exams, essays, projects, activities, assignments, response papers to class discussions, et al. have been cited to assess the SLO/ILO are listed. Both direct and indirect measures of student learning are utilized as appropriate.</p>   |                                      |
| <p><b>6 Criteria for success</b></p> <p>Criteria used to determine successful completion of SLO/ILOs has been indicated. <i>A specific example would be an assessment of an exam as follows: Exceeding, Meeting, Approaching, and Not Meeting with corresponding percentages. Criteria may also include use of a Likert scale (1-5). Percentages of students meeting this criteria (benchmark) is included (e.g. 75% of students will meet or exceed expectations).</i></p> |                                      |

| <b>SUNY GER-Category Evaluation</b><br>Approved courses must meet the GER category, including each student learning outcome, as determined by the SUNY Guidelines for GE courses.   | <b>Check if Criteria Met</b> |
|---|------------------------------|
| <b>1. Mathematics</b><br>Students will demonstrate the ability to:  |                              |
| <ul style="list-style-type: none"> <li>● Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics;</li> </ul>  |                              |
| <ul style="list-style-type: none"> <li>● Represent mathematical information symbolically, visually, numerically and verbally;</li> </ul>  |                              |
| <ul style="list-style-type: none"> <li>● Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;</li> </ul>  |                              |
| <ul style="list-style-type: none"> <li>● Estimate and check mathematical results for reasonableness; and</li> </ul>   |                              |
| <ul style="list-style-type: none"> <li>● Recognize the limits of mathematical and statistical methods</li> </ul>  |                              |
| <p><i>**If a student has passed either the Regents Math B, or Regents Algebra 2, or Trigonometry exam with at least an 85, this may satisfy learning outcomes for this category.</i></p>  |                              |
| <b>2. Natural Sciences</b><br>Students will demonstrate:  |                              |
| <ul style="list-style-type: none"> <li>● Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and</li> </ul>   |                              |
| <ul style="list-style-type: none"> <li>● Application of scientific data, concepts, and models in one of the natural (or physical) sciences</li> </ul>   |                              |
| <p><i>**Traditional natural science disciplines (e.g. chemistry, biology, physics) do not have to have a lab component for approval, but it is desirable.</i></p> <p><i>**Inter or multi-disciplinary courses (e.g. environmental science) or those falling outside traditional natural science disciplines (e.g. psychology) must clearly demonstrate: how methods listed in the learning outcome are used; a rationale for the discipline in the natural sciences drawn upon for concepts and models; and that the majority of texts used fall clearly within the natural sciences.</i></p> |                              |
| <b>3. Social Sciences</b><br>Students will demonstrate:   |                              |
| <ul style="list-style-type: none"> <li>● Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and</li> </ul>  |                              |
| <ul style="list-style-type: none"> <li>● Knowledge of major concepts, models, and issues of at least one discipline in the</li> </ul>   |                              |

|  |  |
|--|--|
| social sciences  |  |
| <p><i>**Boundaries of social sciences vary; courses must show that they provide a substantial introduction to an acknowledged social science discipline.</i></p> <p><i>**For multi-disciplinary courses (e.g. women's studies or those falling outside the traditional scope of social science disciplines), information should demonstrate how the understanding of social science methodologies is taught, a rationale for which social science is drawn upon for concepts and models; and that the majority of texts fall clearly within the social sciences.</i></p>   |  |
| <p><b>4. American History</b><br/>Students will demonstrate:</p>   |  |
| <ul style="list-style-type: none"> <li>● Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>● Knowledge of common institutions in American society and how they have affected different groups; and</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>● Understanding of America's evolving relationship with the rest of the world</li> </ul>  |  |
| <p><i>**To satisfy this category, students must take either: a basic introductory American History course or a more specialized American History course (if scoring above 85 on the Regents exam); see the SUNY Guidelines for specific courses to meet this criteria.</i></p>   |  |
| <p><b>5. Western Civilization</b><br/>Students will:</p>   |  |
| <ul style="list-style-type: none"> <li>● Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc. of Western civilizations; and</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>● Relate the development of Western civilization to that of other regions of the world</li> </ul>   |  |
| <p><i>**Both specialized courses in chronology or theme in addition to generically titled courses on the history of western civilization are approvable, but need to demonstrate a focus on an aspect of western civilization that is foundationally important; and relate that focus to the overall development of western civilization (e.g. courses on classical mythology, the Renaissance, the Bible, French civilization, history of theater).</i></p> <p><i>**The core of the course must be central to western civilization and the specialization must be placed within a broader cultural perspective so that students may gain an understanding with western civilization and not just a specialized knowledge of one narrowly defined topic.</i></p> |  |
| <p><b>6. Other World Civilizations</b><br/>Students will demonstrate:</p>  |  |
| <ul style="list-style-type: none"> <li>● Knowledge of either a broad outline of world history, <b>or</b></li> </ul>  |  |
| <ul style="list-style-type: none"> <li>● The distinctive features of the history, institutions, economy, society, culture, etc. of one non-Western civilization</li> </ul>   |  |
| <p><i>**This category is intended to be a counterpart to the European focus of the Western civilization requirement.</i></p>   |  |

|  |  |
|--|--|
| <i>**Approvable courses must be entirely or preponderantly non-European and non-US in focus (e.g. civilizations of Asia, Africa, Latin America, Caribbean, indigenous peoples of the Americas).</i>  |  |
| <b>7. Humanities</b><br>Students will demonstrate:   |  |
| <ul style="list-style-type: none"> <li>● Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas by the GE program</li> </ul>   |  |
| <p><i>**Performance courses are not approvable unless supported by documentation that they include a preponderance of scholarly humanistic study.</i></p> <p><i>**Multi-disciplinary courses not obviously falling within traditional humanistic disciplines (e.g. communications) should demonstrate rationale for the humanities discipline they draw on for conventions and methods and that the majority of texts are within humanities disciplines.</i></p> |  |
| <b>8. The Arts</b><br>Students will demonstrate:   |  |
| <ul style="list-style-type: none"> <li>● Understanding of at least one principal form of artistic expression and the creative process inherent therein</li> </ul>  |  |
| <p><i>**Offerings should engage the creative process directly as well as foster understanding of a principal form of artistic expression.</i></p> <p><i>**Both performance-oriented and scholarly/historical offerings are approvable.</i></p>   |  |
| <b>9. Foreign Language</b><br>Students will demonstrate:   |  |
| <ul style="list-style-type: none"> <li>● Basic proficiency in the understanding and use of a foreign language; and</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>● Knowledge of the distinctive features of culture(s) associated with the language they are studying</li> </ul>   |  |
| <i>**A first semester foreign language course may be used to satisfy this requirement.</i>   |  |
| <b>10. Basic Communication</b><br>Students will:   |  |
| <ul style="list-style-type: none"> <li>● Produce coherent texts within common college-level written forms;</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>● Demonstrate the ability to revise and improve such texts;</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>● Research a topic, develop an argument, and organize supporting details;</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>● Develop proficiency in oral discourse; and</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>● Evaluate an oral presentation according to established criteria</li> </ul>  |  |
| <p><i>**Remedial or ESL courses are not acceptable within this category.</i></p> <p><i>**Approvable courses include writing intensive and speaking intensive courses that also include significant attention to both writing/speaking.</i></p>   |  |

|   |  |
|---|--|
| <b>Competency 1: Critical Thinking</b><br>Students will:  |  |
| <ul style="list-style-type: none"> <li>● Identify, analyze, and evaluate arguments as they occur in their own or others' work; and</li> </ul> |  |
| <ul style="list-style-type: none"> <li>● Develop well-reasoned arguments</li> </ul>   |  |
| <b>Competency 2: Information Management</b><br>Students will:   |  |
| <ul style="list-style-type: none"> <li>● Perform the basic operations of personal computer use;</li> </ul>                                    |  |
| <ul style="list-style-type: none"> <li>● Understand and use basic research techniques; and</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>● Locate, evaluate, and synthesize information from a variety of sources</li> </ul>                    |  |