Campus: SUNY Canton
Date of Review: June 21, 2006

Criteria:

1. The objectives for student learning in General Education relate directly to the student learning outcomes defined in the Implementation Guidelines of the Provost's Advisory Task Force on General Education.

   The plan meets this criterion – there have been no changes since the campus' earlier plan was approved, except for the adoption of the new SUNY math outcomes.

2. Programmatic activities intended to accomplish the campus' objectives for student learning in General Education are described.

   The plan meets this criterion.

3. The measures developed to assess student learning are designed to provide credible evidence of the extent to which students have achieved the learning outcomes or skills stated in the objectives.
   
   - The measures directly measure student learning.
     
     The plan meets this criterion.
   
   - The measures have reasonable face validity.
     
     The plan meets this criterion.
   
   - The measures are reliable, particularly with respect to inter-observer reliability.

     The plan meets this criterion for Critical Thinking and Writing (i.e., since Canton is using the ACT CAAP tests in assessing these outcomes areas). However, GEAR requires more information from the campus for this criterion in the assessment of Mathematics, since its SCBA plan does not address this issue explicitly. GEAR therefore asks the campus to describe its specific plans for assuring the following: training of faculty in the use of the rubrics, sustained reliability over time, and ways of resolving disagreements between observers when such disagreements occur.

     - The plan includes appropriate external referenced measures for the learning outcomes in Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning).

     The plan meets this criterion – the campus intends to use the ACT CAAP tests for Writing and for Critical Thinking and the SUNY rubrics for Mathematics.

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1 GEAR’s review of this plan focused specifically on the extent to which the plan met GEAR’s guidelines for SCBA, and therefore does not imply approval of any budgeting information the campus may have included in its plan.
• The data to be collected will be representative.

*The plan meets this criterion for Critical Thinking and Mathematics. For Writing, GEAR asks the campus to confirm that courses to be included in the assessment will be selected randomly and that at least 20% of students enrolled in ENGL 101 and ENGL 102 will be included in the assessment.*

• The plan includes, if the campus opts to use a value-added approach, an adequate description of when measures will be administered and how problems common to pre- and post-testing will be addressed.

*The plan meets this criterion – Canton is not using a value-added approach for SCBA.*

4. The plan proposes standards to which student performance relative to the learning outcomes in the objectives can be compared.

GEAR requests more information regarding this criterion. For Critical Thinking and Writing, the campus should provide specific cut-offs that will be used in defining “exceeding, meeting, approaching, and not meeting” standards for the ACT CAAP tests (e.g., using standard deviations).

For Mathematics, GEAR assumes that, in the utilization of the SUNY rubrics for Mathematics, the campus will adhere to the following standards that correspond to the Mathematics discipline panel’s rubric levels: “Completely correct” = “Exceeding,” “Generally correct” = “Meeting,” “Partially correct” = “Approaching,” “Incorrect solution” = “Not meeting.” In addition, GEAR requests clarification regarding Canton’s strategy for using the Mathematics rubrics. Specifically, it is not clear why “averages” are being used and how they will be computed (e.g., based on how many of assignments?).

5. The anticipated results of the assessment affirm the degree to which the learning objectives have been achieved and make it possible to identify areas that need to be addressed in order to improve learning.

*This criterion will be met once, as described immediately above, the campus confirms the standards it will use for the ACT CAAP tests and clarifies its scoring of the math rubrics.*

6. The plan describes mechanisms for assessing the campus academic environment and considering possible relationships between academic assessment results and the campus academic environment.

*The plan meets this criterion in that the campus states its intentions to use the National Survey of Student Engagement (NSSE).*² GEAR does request more information regarding the campus’ planned strategy for relating NSSE results to student learning outcomes data.

7. The assessment plan has been reviewed and approved through the appropriate curriculum and faculty governance structures.

*Although the campus’ plan was developed by its General Education Assessment Committee, the proposal does not address the issue of campus-wide governance approval. Therefore, GEAR requests confirmation of such approval (or an explanation why such approval is not needed).*

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² Both the NSSE and the CCSSE have specific sampling procedures that campuses will need to follow once the administration of these instruments is scheduled, and may not correspond to procedures described by campuses in their plans.
8. The plan includes a timetable making it clear that all General Education learning objectives will be completed within a three-year cycle.

The plan meets this criterion.

9. The assessment process includes provisions for evaluating the assessment process itself and disseminating assessment results to the appropriate campus community.

The plan meets this criterion.