GER Competency 12   Information Management

Students will:
- Perform the basic operations of personal computer use.
- Understand and use basic research techniques; and
- Locate, evaluate and synthesize information from a variety of sources

The assessment tool is a 40-question, multiple-choice examination which will be administered to students in Writing Intensive courses. Questions on the exam are mapped to each of the three student learning outcomes listed for the Information Management competency.

The students will be evaluated as follows:

1. Performs the basic operations of computer use (questions 1-20)

Exceeding Standards	Answers 18-20 questions correctly.
Meeting Standards	Answers 15-17 questions correctly.
Approaching Standards	Answers 12-14 questions correctly
Not Meeting Standards	Answers 11 questions or less correctly.

2. Understand and use basic research techniques (questions 21-30)

Exceeding Standards	Answers 9-10 questions correctly.
Meeting Standards	Answers 7-8 questions correctly.
Approaching Standards	Answers 4-6 questions correctly
Not Meeting Standards	Answers 3 questions or less correctly.

3. Locate, evaluate and synthesize information from a variety of sources (questions 31-40)

Exceeding Standards	Answers 9-10 questions correctly.
Meeting Standards	Answers 7-8 questions correctly.

Approaching Standards   Answers 4-6 questions correctly
Not Meeting Standards   Answers 3 questions or less correctly.

General Education Assessment – Information Management – Updated Spring 2018

Learning Objectives:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:
Below are the three objectives for GER 12: Information Management. Our coordinator is expected to record student proficiency in the first criteria. The second criteria is only required for courses in which the students engage in the creation of art work.	This list represents a variety of tools commonly used to assess this SLO. Please select the tool(s) you will be using for the GER assessment. Please highlight the tool(s) you are using, and add a brief description of the tool used (e.g., final exam essay #2) in the space to the right.	Record the number and percentage of students achieving at the different levels for <u>each objective</u> (not each measure.) Percentages will be based the number of students who participated in the assessment only (e.g., if your course has 10 students enroll, but only 8 take the assessment, those 8 represent the denominator.)						**Based on these results, briefly address what changes you plan for improving student learning.**

1. *Students will:*	# of students participating in assessment:	Exceeded		Met		Did not meet		**Please include planned changes to curriculum, teaching and assessment methods, and/or support services**
		N	**%**	**N**	**%**	**N**	**%**	N
Perform the basic operations of personal computer use	Assignment	Description of tool(s):						
	Exam question(s)							
	Oral presentation							
	Project (group or individual)							
	Quiz							
	Research paper							
	Student Artifact							
	Student Portfolio							
	Other (Please specify):							

2. *Students will:*	# of students participating in assessment:	Exceeded		Met		Did not meet		**Please include planned changes to curriculum, teaching and assessment methods, and/or support services**
		N	**%**	**N**	**%**	**N**	**%**	
Understand and use basic research techniques	Assignment	Description of tool(s):						
	Exam question(s)							
	Oral presentation							
	Project (group or individual)							

		Quiz							
		Research Paper							
		Student Artifact							
		Student portfolio							
		Other (Please specify):							
3. Students will:	**# of students participating in assessment:**		**Exceeded**		**Met**		**Did not meet**		**Please include planned changes to curriculum, teaching and assessment methods, and/or support services**
			N	**%**	**N**	**%**	**N**	**%**	
Locate, evaluate and synthesize information from a variety of sources	Assignment								
	Exam question(s)		**Description of tool(s):**						
	Oral presentation								
	Project (group or individual)								
	Quiz								
	Research paper								
	Student Artifact								
	Student Portfolio								
	Other (Please specify):								

GER Assessment Policies

Faculty and students will periodically be required to engage in assessment activities to ensure that the General Education learning outcomes are being met.

- o GER student learning outcomes are assessed on a three year cycle through the courses designated as meeting that GER.
- o Any instructor (full-time or adjunct) teaching any course with a GER designator (online or face-to-face) may be called to participate in GER assessment activities.
- o A random sample of GER designated courses are selected by the Office of Institutional Effectiveness during the spring semester preceding the GER assessment year. If a faculty member is teaching two of the same course they have the option of choosing either section for assessment.

- **Timeline for GER Assessment:**
  - o February: Office of Institutional Effectiveness (OIE) notifies GER assessment coordinator of upcoming assessment and calls for methodology revisions (if any)
  - o March 1: Methodology changes for upcoming assessment cycle must be submitted to GER Assessment Subgroup
  - o Mid-April: OIE selects courses up for GER review the following fall and notifies faculty
  - o 1st week of classes (fall): OIE reminds faculty (and notifies new faculty) of GER assessment requirements
  - o End of 4th week of classes: Faculty must enter their assessment measures of GER course SLOs into Taskstream.
  - o End of 5th week of classes: Faculty update GER coordinator on progress with measure entry in Task Stream.
  - o 1 week after final grade submission: Faculty must enter findings to Taskstream measures and submit Data Collection Reports to GER coordinator along with student artifacts.
  - o Friday before the first week of classes: faculty will meet to discuss GER findings and strategic plan for improving student learning.
  - o March 1: GER Summary Report and GER Campus Report due to GER Assessment Subcommittee for review and recommendations.
  - o March 15: GER Assessment Subcommittee presents reports and recommendations to Academic Assessment Committee
  - o April 1: Academic Assessment Committee presents reports to Deans' Cabinet for inclusion in budget (if applicable.)

- **Protocol for creating a new course for GER approval:**
  - o For a course to be accepted as a GER course, the GER assessment methodology must be attached to the course proposal as it moves forward to curriculum committee. GER mapping to course SLOs must be present in course proposal.
  - o Additional, indicate which course objective will be used to GER assessment.
  - o Upon approval, the course objectives must be mapped to the GER the course is approved for

- **Protocol for Methodology Revision**

o   Faculty who wish to revise their GER methodology must submit proposed methodology to the GER committee by the fifth week of the semester before their assessment cycle begins.

o   The GER committee will review and provide feedback for revision, and if necessary request a meeting with the GER coordinator. They will provide feedback within six weeks.

o   Resubmission of the revised methodology must occur by the last day of the semester prior to the assessment cycle the methodology will be used in.

o   If the methodology does not comply with the needs of the campus and SUNY standards, the previous methodology will be employed for the assessment cycle.

If you have any questions about how to complete the form or need any clarification of learning objectives or about the General Education assessment process please contact Kirk Jones, jonesk@canton.edu, ex 7719, or Wil Rivers riversw@canton.edu. Additional information about General Education assessment at SUNY Canton can be found at http://www.canton.edu/provost/assessment/