Departmental/Program Student Learning Outcomes Template – 2012 to 2016 Assessment Cycle

Department: Delta College Program                Chair:    Nancy Washer                Date: October 31, 2012

This form is to be used to report the student learning outcomes developed by each department/program. The department/program outcomes asked for below will summarize the unit’s student learning expectations in the five areas indicated. The General Education skills outcomes to be reinforced at the department level are specified. Most departments will probably have outcomes in each of the five areas, but are not required to do so. Generally the total number of outcomes developed by the department should not exceed ten. Assessment of all outcomes must be completed within each three-year cycle.

Departments/programs will establish student learning outcomes that address the following:

1. Disciplinary Knowledge/Content Outcomes –

**SUNY General Education Knowledge Areas -- Prescribed Outcomes**

Each General Education Knowledge Area in the SUNY General Education Program has SUNY-defined student learning outcomes. The College is responsible for assessing these in the General Education courses. The list of SUNY General Education outcomes is appended. Periodic assessment data on outcomes of the College’s local requirements of Diversity, Contemporary Issues, and Perspectives on Gender will be asked for as well. Departments will be asked to provide assessment data from their General Education courses on a periodic basis. The assessments will be based on course-based, graded assignments and will require reporting of data, but will not usually require development of additional assessments.

**Definition for Departmental Learning Outcomes:** These outcomes refer to evaluation of the knowledge/content students are expected to acquire through the courses and other experiences as they participate in the major program. These outcomes assess the students’ comprehension of the knowledge base of the discipline, the grasp of essential concepts, major theories and/or organizing principles and the arguments or research findings that support these theories, an understanding of the overall methodological approach of the discipline. Nationally standardized test results can also serve as data. Some redundancy with General Education SLOs may be appropriate.

List departmental/program student learning outcomes in the space below. (next page)
2. Applications and Skills Outcomes –

Continuing the development of lower-division General Education skills within the academic major programs, departments/programs will provide assessment data that address the following student learning outcomes for skills:

Students will demonstrate –

1. **Written and Oral Communication Skills** –
   a. the ability to express themselves clearly and correctly in both written and oral forms, including the effective use of visual displays such as graphs, charts, and the like.
   b. an understanding of formal writing as appropriate to the purposes and styles of writing in the discipline
   c. an understanding of the proper use of sources, bibliographic references, and citations as appropriate to the discipline
   d. an ability to speak effectively and appropriately before an audience to transmit information as appropriate to the discipline.

2. **Quantitative thinking, the use of numerical data and mathematical problem-solving techniques** – [as appropriate for the major discipline]
   a. an ability to use mathematical techniques to solve problems and analyze numerical data as appropriate for the discipline, employing and building on a basic understanding of arithmetic, statistics, algebra, and any higher level mathematical skills required by the discipline
   b. an ability to understand and construct graphical presentations of data
   c. an ability to use computer-based analytic tools such as spreadsheets, statistical programs, as required by the discipline.

3. **Critical Thinking Skills** – [These skills can be demonstrated in the context of the assessment of written and oral communication skills assignments as described above.]
   a. an ability to analyze and construct arguments in support of a position related to the discipline
   b. an ability to understand how arguments can be supported or refuted using data and logical analysis
   c. ability to examine a position from several points of view
**Definition for Departmental Learning Outcomes:** These outcomes refer to the skills that students are expected to acquire in their courses or other experiences as a major in this discipline. What are the most significant things the student should be able to do as a person educated in this discipline? These assessments would evaluate the ability to create artistic and scholarly products of any discipline in the arts, social sciences, and humanities, as well as demonstrate practical skills such as research design and procedures and laboratory techniques in the sciences and the professional competencies in any field. Redundancy with some General Education skills is appropriate.

List departmental/program student learning outcomes in the space below.

Students completing the Delta College Program will employ the competencies required by The College at Brockport’s General Education Program to demonstrate their understanding and engagement of the required knowledge areas.

**Basic Communication**

Students will produce coherent texts within common college-level written forms.

Students will demonstrate the ability to revise and improve such texts.

Students will develop proficiency in oral discourse

Students will evaluate an oral presentation according to established criteria.

**Critical Thinking**

Students will be able to identify, analyze, and evaluate arguments as they occur in their own or other’s work.

Students will be able to develop well-reasoned arguments.

**Mathematics [fulfilled by approved statistics course]**

**Humanities**

Students will demonstrate knowledge of the conventions and methods of at least one of the Humanities in addition to those encompassed by other knowledge areas in the General Education curriculum.
Students will demonstrate competence in analyzing texts in the humanities.

**Social Sciences**

Students will demonstrate 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.

Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the Social Sciences.

**Fine Arts**

Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

Students will demonstrate competence in the analytical tools used to interpret that form.

Students will actively participate in artistic activities specifically related to one or more artistic form.

**Natural Sciences**

Students will demonstrate 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.

Students will explore nature and natural phenomena in the context of a science discipline dealing with at least one of the following; matter, motion, and energy; the behavior of materials and interaction between substances; the formulation, evolution, and behavior of celestial objects; the formation and evolution of Earth's environment; biophysical and biochemical principles of life; the relationship of living things to each other and their environment.

Students will show competence in at least two of the mathematical skills identified in MTH 112.

Students will demonstrate application of scientific data, concepts, and models in one of the natural sciences.

Students will acquire and analyze scientific data through laboratory experiences in one of the natural sciences.
Perspectives on Gender

Students will demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area.

Other World Civilizations

Students will demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization

Students will compare the perspective of at least one non-Western, third world or developing society with their own.

Diversity

Students will analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration.

Contemporary Issues

Students will analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s) from more than one of the following Knowledge Areas: Fine Arts, Humanities, Natural Sciences and Social Sciences.

Students will recognize and articulate relationships between different Knowledge Areas.

Students will locate, evaluate, and synthesize information from a variety of sources.

Students will demonstrate an ability to develop and defend well-reasoned arguments.

Students will write a major research paper with at least one opportunity for feedback and revision OR demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor.
Foreign Language [fulfilled by one course in Foreign language]

Information Management

Students will know how to perform the basic operations of personal computer use.

Students will understand and use basic research techniques.

Students will be able to locate, evaluate, and synthesize information from a variety of sources.

3. Professional and Personal Development –

Definition for Departmental Learning Outcomes: These outcomes center around personal and professional attitudes/values that the student can be expected to have learned either in the classroom or through out-of-class experiences that will be of value as a professional in this discipline. Examples are assessments of – familiarity with standards of good practice and integrity in scholarship/research; understanding of professional conduct and ethical behavior; awareness of professional standards in a discipline; relationship of the discipline to cultural and societal issues at all levels, local, national, international; ability to function as a part of a team.

List departmental/program student learning outcomes in the space below. (next page)
Students completing the Delta College Program will possess life-long career building skills.

Students will identify their professional profile and congruent professions.

Students will be able to analyze their own professional competency and related career options through experiential learning.

Students will produce resumes and portfolios that convincingly convey career skills and aptitudes.

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<tr>
<th>4. Student satisfaction and achievement measures</th>
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<td>Definition: These outcomes refer to departmental assessments of student attitudes related to their experience in the department/program – results of student surveys and questionnaires, student focus group reports, NSSE scores, can serve as data for these outcomes. Measures of preparation of students for graduate and professional schools and employment could be used.</td>
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List departmental/program student learning outcomes in the space below.

Measures are designed to demonstrate (attitudes/abilities) –

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<th>5. Additional student learning outcomes not related to the four areas listed above</th>
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<tr>
<td>Definition: Include in this section any student learning outcomes important to the department, but which cannot be placed in one of the four sections above.</td>
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Students will be able to –