

Motion presented to Faculty Senate 5/17/11
Guidelines for Assessment of General Education

The Faculty Senate Executive Committee recommends acceptance of the following revision of the guidelines for assessment of general education.

Assessment of General Education at Binghamton University
Program and Guidelines
Revised May 10, 2011

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a. *Procedural Guidelines:*

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- iii. Courses to be assessed in a given category will be chosen randomly from the pool of courses being offered in that category, with the limitations that no more than four courses per department are chosen in a particular semester and an instructor is not chosen more often than once in three years.
- iv. A course fulfilling more than one Gen Ed category (for example, P and C) can be assessed in only one category during a given semester.

It is understood that there is no necessary correlation between grades in a course and the relative ranking of examples provided for assessment, since course grades in many courses depend on more criteria than those involved in the General Education component of the course.

- 8. Working from criteria for learning outcomes approved by the Faculty Senate, each Assessment Category Team will evaluate course portfolios in relation to achievement of the goals for student learning.

Each ACT might also consider additional information it finds pertinent to the successful assessment of each general education category, and will do the following:

- a. Review the findings and recommendations of the last ACT report to understand past issues, to evaluate progress made during the past three years, and to help guide them in making recommendations in its current report;
- b. Evaluate the course portfolios and other assessment information (e.g., rubric evaluation results, survey data, focus groups, etc.) and assess the extent to which the courses are addressing the student learning outcomes for the general education category to which it has been assigned as well as overall strengths and weaknesses in student learning with regard to such learning outcomes, with particular attention to the overall goal of enhancing critical thinking and information management.
- c. Make recommendations that address strengths and weaknesses identified in (b).

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