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| **SUNY system colleges and universities teach a common set of General Education Learning Goals and Competencies. Learning Goals are specific to particular areas of study and specific infused or global Competencies are taught across the curriculum in many courses and all departments. The table provides recent information about student performance for the General Education Competencies and for Quantitative (Math) student learning outcomes.** |
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| **I. SUNY GENERAL EDUCATION COMPETENCIES: CRITICAL THINKING** |
| ***Students will develop critical thinking skills through their exposure to the methods of evidence and reasoning utilized to enhance understanding in the subject field.*** |
| **2012-2013 Course Level Student Learning Assessment Results for Critical Thinking** |
| As reported by classroom faculty, over 82% of students met or exceeded classroom performance expectations for Critical Thinking outcomes. (Results represent courses across the curriculum and a student sample representing approximately 21% of students enrolled at the College.) |
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| **II. SUNY GENERAL EDUCATION COMPETENCIES: INFORMATION LITERACY AND MANAGEMENT** |
| ***Students will demonstrate competency in the methods of information literacy/management through their exposure to information resources and research techniques in applications relevant to the subject field.*** |
| **2012-2013 Course Level Student Learning Assessment Results for Information Literacy and Management** |
| As reported by classroom faculty, over 74% of students met or exceeded classroom performance expectations for Information Literacy and Management outcomes. (Results represent courses across the curriculum and a student sample representing approximately 40% of students enrolled at the College.) |
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| **III. SUNY GENERAL EDUCATION COMPETENCIES: BASIC WRITTEN COMMUNICATION** |
| ***Students will develop college level writing skills within the context of their coursework.*** |
| **2012-2013 Course Level Student Learning Assessment Results Basic Written Communication** |
| As reported by classroom faculty, over 64% of students met or exceeded classroom performance expectations for Basic Written Communication outcomes. (Results represent courses across the curriculum and a student sample representing approximately 10% of students enrolled at the College.) |

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| **IV. SUNY GENERAL EDUCATION COMPETENCIES: Basic Oral Communication** |
| ***Students will demonstrate an appropriate level of competence in oral discourse.*** |
| **2012-2013 Course Level Student Learning Assessment Results Basic Oral Communication** |
| As reported by classroom faculty, over 86% of students met or exceeded classroom performance expectations for Basic Oral Communication outcomes. (Results represent courses across the curriculum and a student sample representing approximately 21% of students enrolled at the College.) |
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| **V. SUNY GENERAL EDUCATION COMPETENCIES: Mathematics (Quantitative)** |
| **Learning Outcome #1: *Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics*.** |
| **Learning Outcome #2: *Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally*.** |
| **Learning Outcome #3: *Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems*.** |
| **Learning Outcome #4: *Students will demonstrate the ability to estimate and check mathematical results for reasonableness*.** |
| **Learning Outcome #5: *Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.*** |
| **2010-2013 Course Level Student Learning Assessment Results For Mathematics (Quantitative)** |
| As reported by classroom faculty, overall, across the five specified mathematics learning outcomes, over 59% of students met or exceeded classroom performance expectations for mathematics (Quantitative) competencies. (Results represent two mathematics courses, Introduction to Statistics and Calculus, and a student sample representing approximately 28% of students enrolled at the College.) |