

Gen Ed Assessment plan and schedule

Revised fall '23

This document includes a brief narrative of the current plan, a calendar for assessment by course/designator by semester, a set of rubrics for SLOs, and a set of tables mapping out Pathways SLOs with ISLOs. The original calendar called for a single semester of program-level assessment, in fall '23. As we began that work, we realized it needed more time. Thus program-level assessment is taking place in AY23-24 and data collection will resume in fall '24, as shown in the calendar below, which was revised in fall '23.

The most basic rubrics for each Gen Ed course are included (starting on p.3). The comparison of Gen Ed SLOs to ISLOs is included (starting on p. 10). The comparison of Potsdam Gen Ed SLOs to SUNY Gen Ed SLOs (SUNY Gen Ed Framework fall '23 roll out) is included (starting on p. 28).

Narrative of the current plan

The Potsdam General Education Program began its first year of roll-out in AY '20-'21. This new general education program was designed to incorporate assessment from the ground up. Each WAYS course and each course that carries a Gen Ed designator must have explicit linkage between course SLO(s) and assignment(s). Assessment will thus be based on a determination of whether or not a student has met the SLOs, as demonstrated through specific assignment(s).

WAYS OF BEGINNING COURSES (shaded green in the calendar below)

We have begun assessment with the WAYS of Beginning courses. Data will be collected every semester in the foundational first-year skills courses—it is built into the structure of the courses and required for renewal of the syllabi of these courses (which will take place on a three-year cycle). An exception to this every semester rule is WAYS 101. All incoming students take that course in their first/fall semester. Sections offered in spring semesters are thus very few in number (3 or less) and primarily for students repeating the course. We have not been collecting assessment data for those spring sections in the same way.

WAYS OF THINKING COURSES (shaded blue in the calendar below)

Data gathering for Ways of Thinking courses involved faculty across all three schools which has produced some excellent cross-department and cross-disciplinary conversations, as was the intent behind the design of these de-siloed epistemologically-based designators. Details on these conversations and the data behind them can be found in the [completed assessment reports](#).

WAYS OF CONNECTING COURSES (shaded yellow in the calendar below)

CG and CL designator courses had data collected and reports submitted, in line with the work done for Ways of Thinking courses. CM and CT are courses within a major and the original assumption was that programs would assess the SLOs here as part of the regular assessment of those courses. This assumption was partly based on a model whereby some/most programs already had some kind of capstone-experience course for students. In the process of Gen Ed roll out, it has become clear many programs did not. The creation of new courses has been a

challenging yet productive experience. It also means that Gen Ed will need to be more explicitly involved in the assessment of these courses. That involvement is planned to begin in fall '24.

Faculty teaching courses being assessed will fill out a rubric for each SLO and report on how many students meet the SLO vs. how many don't.

Each semester, approximately 10 courses that carry each designator are offered. Thus, the staggered semester timeline should allow us to gather data on more of the total possible courses that carry a designator rather than simply getting data on the same set of courses over and over. That is, if a course is offered every other year, the staggered collection of data should catch all courses at least once in the full cycle. Each Ways of Thinking/Connecting designator is also captured in at least one fall and one spring semester during the full cycle.

Participation in assessment is required for a course to keep the designator.

Calendar for data collection

	F20	S21	F21	S22	F22	S23	F23	S24	F24	S25	F25	S26	F26	S27
101	X		X		X				X		X		X	
102	X	X	X	X	X	X			X	X	X	X	X	x
103	X	X	X	X	X	X			X	X	X	X	X	x
TA			X			X					x			
TF			X			X					x			
TH				X					x			x		
TM				X					x			x		
NW					X					x			x	
SW					X					x			x	
CG			X			X								x
CL			X			X								x
CM									X			X		
CT									X			X		

Rubrics for Pathways courses

WAYS 101	% of students meeting	% of students not meeting
SLO 1: Articulate the complexities, subtleties, and nuances of the wicked problem. (Understanding)		
SLO 2: Map out claims made (what is being argued for) and reasons/evidence given in support of those claims. (Analyzing).		
SLO 3: Evaluate arguments, including detecting inconsistencies and common mistakes in reasoning (i.e., logical fallacies, or common forms of logical error, e.g., mistaking a correlation for causation). (Evaluating)		
SLO 4: Construct arguments, anticipating likely objections to those arguments and formulating possible responses to these objections. (Creating)		
SLO 5: Analyze their own and others' assumptions in framing the problem, in defining the relevant evidence, and by reflecting on how those assumptions affect their position. (Analyzing)		
SLO 6: Critically evaluate the reliability of source materials (Evaluating)		

WAYS 102	% of students meeting	% of students not meeting
SLO 1: Respond to the arguments of a diverse range of texts. (Evaluating)		
SLO 2: Construct (plan, draft, revise, and edit) extended writing in drafts of increasing quality, in response to feedback from diverse readers (peers, instructors). (Creating)		
SLO 3: Craft arguments with clear purpose, logical organization, internal consistency, and appropriate tone. (Creating)		

SLO 4: Integrate appropriate outside sources into their own writing. (Applying)		
SLO 5: Apply conventions of grammar, structure, and citation appropriate to the disciplinary lens. (Applying)		

WAYS 103 (revised spring '23)	% of students meeting	% of students not meeting
SLO 1: Describe historical and contemporary social factors that shape the development of individual and group identity, involving but not limited to race, class, and gender. (Understanding)		
SLO 2: Analyze the social construction of inequality at the individual, interactional, institutional, and ideological levels of society. (Analyzing)		
SLO 3: Describe challenges (and responses to said challenges) regarding rights, access, and equity that are faced by underrepresented population(s) traditionally marginalized or oppressed in the U.S., especially in terms of social justice action. (Understanding)		
SLO 4: Demonstrate oral communication that informs, persuades, or otherwise engages with audience(s) appropriately. (Applying)		
SLO 5: Evaluate communication for substance, bias, and intended effect. (Evaluating)		

Thinking Aesthetically (TA-3 cr.)	% of students meeting	% of students not meeting
SLO 1: Critically analyze the form, content, and style of an art form. (Analyzing)		
SLO 2: Critically evaluate the form, content, and style of an art form. (Evaluating)		

SLO 3: Critically analyze the historical, contemporary, sociocultural, or theoretical contexts of an art form. (Evaluating)		
SLO 4: Interpret the art form being studied. (Understanding)		
SLO 5: For studio/performance courses only, create art within the form. (Creating)		

Thinking Foundationally (TF-3 cr.)	% of students meeting	% of students not meeting
SLO 1: Explain a range of foundational approaches used within the relevant subject area and apply those approaches. (Explaining and Applying)		
SLO 2: Articulate the foundational assumptions used by those approaches. (Understanding)		
SLO 3: Articulate the necessity, benefits, and drawbacks of making foundational assumptions within a subject area. (Understanding)		
SLO 4: Identify in writing the strengths and weaknesses of different foundational approaches and argue persuasively for and against the assumptions made by those approaches. (Applying and Evaluating)		
SLO 5: Compose papers in which they argue first for one foundational perspective and then for an opposing perspective, identifying the strengths and weaknesses of each. (Creating)		

Thinking Historically (TH-3 cr.) (revised spring '23)	% of students meeting	% of students not meeting
SLO 1: Evaluate the uses and limitations of relevant source materials commonly used to understand the past. (Evaluating)		
SLO 2: Critically engage with evolving scholarly conversations about how we		

understand and remember the past. (Creating)		
SLO 3: Explain the role of individual participation in US communities and government. (Understanding)		
SLO 4: Analyze United States' society and/or history, including the diversity of individuals and communities that make up the nation. (Analyzing)		

Thinking Mathematically (TM-3 cr.)	% of students meeting	% of students not meeting
SLO 1: Use the fundamental tools of mathematics, such as arithmetic, algebra, geometry, functions, graphs, and statistics. (Applying)		
SLO 2: Apply precise, logical quantitative reasoning to mathematical hypotheses and conditions. (Applying)		
SLO 3: Identify mathematical structure and pattern. (Applying)		
SLO 4: Engage in mathematical abstractions. (Applying)		
SLO 5: Communicate effectively with oral and written skills appropriate to the discipline. (Understanding)		

Thinking Scientifically: Natural World (NW-4 cr. includes lab)	% of students meeting	% of students not meeting
SLO 1: Explain the process of scientific investigation and its strict reliance on empirical evidence. (Understanding)		
SLO 2: Apply the scientific process to phenomena in the natural world. (Applying)		
SLO 3: Evaluate scientific claims to make informed and logical judgments about natural science issues. (Evaluating)		

SLO 4: Discuss the impact of science and scientific discoveries on their lives. (Creating)		
--	--	--

Thinking Scientifically: Social World (SW-3 cr.)	% of students meeting	% of students not meeting
SLO 1: Assess the quality of qualitative and/or quantitative data. (Evaluating)		
SLO 2: Evaluate the quality of scientific inferences drawn from data. (Evaluating)		
SLO 3: Identify essential discipline-specific theories, terminology, and conceptual frameworks from the social sciences. (Applying)		
SLO 4: Comprehend diverse viewpoints from the social sciences. (Understanding)		
SLO 5: Apply basic course concepts and methods to answer a simple social science research question. (Applying).		

Connecting Through a Language Other than English (CL-3 cr.)	% of students meeting	% of students not meeting
CL 101*		
SLO 1: Recognize distinct cultural features of at least one non-English language community. (Remembering)		
SLO 2: Develop pertinent reflections on cultural features of non-English language communities. (Applying)		
SLO 3: Identify sentences in present tense in the new language. (Applying)		
SLO 4: Use present tense verbs to discuss basic topics. (Applying)		
CL 102*		
SLO 1: Recognize distinct cultural features of at least one non-English language community. (Remembering)		
SLO 2: Develop pertinent reflections on cultural features of non-English language communities. (Applying)		

SLO 3: Identify sentences in present tense in the new language. (Applying)		
CL 103* SLO 1: Recognize distinct cultural features of at least one non-English language community. (Remembering)		
SLO 2: Develop pertinent reflections on cultural features of non-English language communities. (Applying)		
SLO 3: Identify structural nuances in the new language. (Applying)		
SLO 4: Formulate opinions and hypothetical situations in speaking and writing. (Creating)		

Connecting Globally (CG-3 cr.)	% of students meeting	% of students not meeting
SLO 1: Explain key characteristics and concepts in global and/or cross-cultural context(s) that are explored in the course. (Understanding)		
SLO 2: Identify significant aspects of global and/or intercultural connections with political, historical, artistic, cultural, philosophical, economic, scientific, technological, and/or international components. (Applying)		
SLO 3: Analyze historical or contemporary global issues, discourses, narratives, and/or artistic expressions from more than one perspective. (Analyzing)		
SLO 4: Demonstrate competence in cross-cultural understanding through written, spoken, visual, or performed content appropriate to the discipline(s). (Understanding)		

Connecting Clearly: Communication in the Major (CM-credits count in major)	% of students meeting	% of students not meeting
SLO 1: Identify at least two types of written and oral communication specific to their discipline. (Applying)		

SLO 2: Explain what sorts of rhetoric are generally considered effective within the types of discipline-specific communication they are studying. (Evaluating)		
SLO 3: Explain what sorts of evidence are generally considered valid within the types of discipline-specific communication they are studying. (Evaluating)		
SLO 4: Produce (and accept feedback on) substantive written and oral work of their own that applies the understanding they have gained through analysis of models of the types of discipline-specific communication. (Creating)		

Connecting Theory to Practice Through Applied Learning (CT-credits count in major)	% of students meeting	% of students not meeting
SLO 1: Identify the links between skills/theories/models of the discipline and practice. (Applying)		
SLO 2: Explain how they grew personally, professionally, and intellectually as a result of the applied experience. (Evaluating)		

Mapping Pathways SLOs with ISLOs

WAYS 101	ISLO 1	ISLO 2	ISLO 3	ISLO 4
	<u>Communication:</u> Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	<u>Intercultural Competence:</u> Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	<u>Creative and Critical Thinking:</u> Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	<u>Information Literacy:</u> Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Articulate the complexities, subtleties and nuances of the wicked problem.				
SLO 2: Map out the claims made (what is being argued for; the conclusion) and the reasons/evidence given in support of those claims (i.e., the premises).			x	x
SLO 3: Evaluate arguments, including detecting inconsistencies and common mistakes in reasoning (i.e., logical fallacies, or common forms of			x	x

logical error, e.g., mistaking a correlation for causation).				
SLO 4: Construct arguments, anticipating likely objections to that argument and formulating possible responses to these objections.	x		x	
SLO 5: Analyze their own and others' assumptions in framing the problem and in defining the relevant evidence, and how those assumptions affect their position.	x		x	
SLO 6: Critically evaluate the reliability of source materials (Evaluating)				x

WAYS 102	ISLO 1	ISLO 2	ISLO 3	ISLO 4
	<u>Communication:</u> Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	<u>Intercultural Competence:</u> Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic,	<u>Creative and Critical Thinking:</u> Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and	<u>Information Literacy:</u> Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively

		or political power	relevant ideas, strategies, approaches, or products.	
SLO 1: Respond to the arguments of a diverse range of texts. (Evaluating)			x	
SLO 2: Construct (plan, draft, revise, and edit) extended writing in drafts of increasing quality, in response to feedback from diverse readers (peers, instructors). (Creating)			x	x
SLO 3: Craft arguments with clear purpose, logical organization, internal consistency and appropriate tone. (Creating)	x		x	
SLO 4: Integrate appropriate outside sources into their own writing. (Applying)	x			
SLO 5: Apply conventions of grammar, structure, and citation appropriate to the disciplinary lens. (Applying)				

WAYS 103	ISLO 1	ISLO 2	ISLO 3	ISLO 4
	<u>Communication:</u> Express ideas in a coherent,	<u>Intercultural Competence:</u> Demonstrate	<u>Creative and Critical Thinking:</u> Use divergent (e.g.,	<u>Information Literacy:</u> Apply skills and

	logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Describe historical and contemporary social factors that shape the development of individual and group identity, involving but not limited to race, class, and gender. (Understanding)		x		
SLO 2: Analyze the social construction of inequality at the individual, interactional, institutional, and ideological levels of society. (Analyzing)		x		
SLO 3: Describe challenges (and responses to said challenges) regarding rights, access, and equity that are faced by underrepresented population(s)		x		

traditionally marginalized or oppressed in the U.S., especially in terms of social justice action. (Understanding)				
SLO 4: Demonstrate oral communication that informs, persuades, or otherwise engages with audience(s) appropriately. (Applying)		x		x
SLO 5: Evaluate communication for substance, bias, and intended effect. (Evaluating)	x			

Thinking Aesthetically	ISLO 1 Communication:	ISLO 2 Intercultural Competence:	ISLO 3 Creative and Critical Thinking:	ISLO 4 Information Literacy:
	Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Critically analyze the form, content, and style of	x		x	

an art form. (Analyzing)				
SLO 2: Critically evaluate the form, content, and style of an art form. (Evaluating)	x		x	
SLO 3: Critically analyze the historical, contemporary, sociocultural, or theoretical contexts of an art form. (Evaluating)		x		
SLO 4: Interpret the art form being studied. (Understanding)				
SLO 5: For studio/performance courses only, create art within the form. (Creating)			x	

Thinking Foundationally	ISLO 1 Communication:	ISLO 2 Intercultural Competence:	ISLO 3 Creative and Critical Thinking:	ISLO 4 Information Literacy:
	Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively

SLO 1: Explain a range of foundational approaches used within the relevant subject area and apply those approaches. (Explaining and Applying)	x			
SLO 2: Articulate the foundational assumptions used by those approaches. (Understanding)	x			
SLO 3: Articulate the necessity, benefits, and drawbacks of making foundational assumptions within a subject area. (Understanding)	x			
SLO 4: Identify in writing the strengths and weaknesses of different foundational approaches and argue persuasively for and against the assumptions made by those approaches. (Applying and Evaluating)	x			x
SLO 5: Compose papers in which they argue first for one foundational perspective and then for an opposing perspective, identifying the strengths and	x		x	

weaknesses of each. (Creating)				
-----------------------------------	--	--	--	--

Thinking Historically	ISLO 1	ISLO 2	ISLO 3	ISLO 4
	<u>Communication:</u> Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	<u>Intercultural Competence:</u> Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	<u>Creative and Critical Thinking:</u> Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	<u>Information Literacy:</u> Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Evaluate the uses and limitations of relevant source materials commonly used to understand the past. (Evaluating)				
SLO 2: Critically engage with evolving scholarly conversations about how we understand and remember the past. (Creating)		x		x
SLO 3: Explain the role of individual participation in US communities and government. (Understanding)		x		x

SLO 4: Analyze United States' society and/or history, including the diversity of individuals and communities that make up the nation. (Analyzing)	x		x	
---	---	--	---	--

Thinking Mathematically	<u>ISLO 1 Communication:</u>	<u>ISLO 2 Intercultural Competence:</u>	<u>ISLO 3 Creative and Critical Thinking:</u>	<u>ISLO 4 Information Literacy:</u>
	Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Use the fundamental tools of mathematics, such as arithmetic, algebra, geometry, functions, graphs, and statistics. (Applying)	x			
SLO 2: Apply precise, logical quantitative reasoning to mathematical hypotheses and conditions. (Applying)	x			

SLO 3: Identify mathematical structure and pattern. (Applying)				x
SLO 4: Engage in mathematical abstractions. (Applying)			x	
SLO 5: Communicate effectively with oral and written skills appropriate to the discipline. (Understanding)	x			

Thinking Scientifically: Natural World	ISLO 1 Communication: Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	ISLO 2 Intercultural Competence: Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	ISLO 3 Creative and Critical Thinking: Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	ISLO 4 Information Literacy: Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Explain the process of scientific investigation and its strict reliance on empirical evidence. (Understanding)	x			x
SLO 2: Apply the scientific process to phenomena in the	x			

natural world. (Applying)				
SLO 3: Evaluate scientific claims to make informed and logical judgments about natural science issues. (Evaluating)			x	
SLO 4: Discuss the impact of science and scientific discoveries on their lives. (Creating)			x	

Thinking Scientifically: Social World	ISLO 1 Communication: Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	ISLO 2 Intercultural Competence: Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	ISLO 3 Creative and Critical Thinking: Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	ISLO 4 Information Literacy: Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Assess the quality of qualitative and/or quantitative data. (Evaluating)				x
SLO 2: Evaluate the quality of scientific inferences drawn from data. (Evaluating)				

SLO 3: Identify essential discipline-specific theories, terminology, and conceptual frameworks from the social sciences. (Applying)	x			
SLO 4: Comprehend diverse viewpoints from the social sciences. (Understanding)		x		
SLO 5: Apply basic course concepts and methods to answer a simple social science research question. (Applying).			x	

Connecting Globally	ISLO 1 <u>Communication:</u> Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	ISLO 2 <u>Intercultural Competence:</u> Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	ISLO 3 <u>Creative and Critical Thinking:</u> Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	ISLO 4 <u>Information Literacy:</u> Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Explain key characteristics and concepts in global and/or cross-cultural		x		

context(s) that are explored in the course. (Understanding)				
SLO 2: Identify significant aspects of global and/or intercultural connections with political, historical, artistic, cultural, philosophical, economic, scientific, technological, and/or international components. (Applying)		x		
SLO 3: Analyze historical or contemporary global issues, discourses, narratives, and/or artistic expressions from more than one perspective. (Analyzing)		x		
SLO 4: Demonstrate competence in cross-cultural understanding through written, spoken, visual, or performed content appropriate to the discipline(s). (Understanding)	x	x		

Connecting through Language Other than English	ISLO 1	ISLO 2	ISLO 3	ISLO 4
	<u>Communication:</u> Express ideas in a coherent, logical, and compelling way,	<u>Intercultural Competence:</u> Demonstrate understanding of multiple	<u>Creative and Critical Thinking:</u> Use divergent (e.g., generation of novel ideas, thinking out of	<u>Information Literacy:</u> Apply skills and knowledge to access,

	in written, oral, visual, or artistic forms appropriate to their disciplines	worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	evaluate, and use information effectively, competently, and creatively
CL 101				
SLO 1: Recognize distinct cultural features of at least one non-English language community. (Remembering)		x		
SLO 2: Develop pertinent reflections on cultural features of non-English language communities. (Applying)		x		
SLO 3: Identify sentences in present tense in the new language. (Applying)	x			
SLO 4: Use present tense verbs to discuss basic topics. (Applying)	x			
CL 102				
SLO 1: Recognize distinct cultural features of at least one non-English language		x		

community. (Remembering)				
SLO 2: Develop pertinent reflections on cultural features of non-English language communities. (Applying)		x		
SLO 3: Identify sentences in past tense in the new language. (Applying)	x			
SLO 4: Use past tense verbs to discuss a variety of topics. (Applying)	x			
CL 103				
SLO 1: Recognize distinct cultural features of at least one non-English language community. (Remembering)		x		
SLO 2: Develop pertinent reflections on cultural features of non-English language communities. (Applying)		x		
SLO 3: Identify structural nuances in the new language. (Applying)	x			
SLO 4: Formulate opinions and hypothetical situations in speaking and writing. (Creating)	x			

Connecting Clearly: Communication in the Major	ISLO 1 Communication:	ISLO 2 Intercultural Competence:	ISLO 3 Creative and Critical Thinking:	ISLO 4 Information Literacy:
	Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Identify at least two types of written and oral communication specific to their discipline. (Applying)	x			
SLO 2: Explain what sorts of rhetoric are generally considered effective within the types of discipline specific communication they are studying. (Evaluating)	x			x
SLO 3: Explain what sorts of evidence are generally considered valid within the types of discipline specific communication they are studying. (Evaluating)	x			x

SLO 4: Produce (and accept feedback on) substantive written and oral work of their own that applies the understanding they have gained through analysis of models of the types of discipline-specific communication. (Creating)	x		x	
---	---	--	---	--

Connecting Theory to Practice through Applied Learning	ISLO 1 <u>Communication:</u> Express ideas in a coherent, logical, and compelling way, in written, oral, visual, or artistic forms appropriate to their disciplines	ISLO 2 <u>Intercultural Competence:</u> Demonstrate understanding of multiple worldviews and diverse experiences, as well as the relationships between inequality and social, economic, or political power	ISLO 3 <u>Creative and Critical Thinking:</u> Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products.	ISLO 4 <u>Information Literacy:</u> Apply skills and knowledge to access, evaluate, and use information effectively, competently, and creatively
SLO 1: Identify the links between skills/theories/models of the discipline and practice. (Applying)	x		x	
SLO 2: Explain how they grew personally, professionally, and intellectually as a result of the applied	x		x	

experience. (Evaluating)				
-----------------------------	--	--	--	--

SUNY Gen Ed framework (fall '23 roll out) mapped to Potsdam Gen Ed tables

SUNY Critical Thinking and Reasoning

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
articulate an issue or problem	Articulate the complexities, subtleties, and nuances of the wicked problem (WAYS 101 SLO 1)
identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work	Map out the claims made (what is being argued for; the conclusion) and the reasons/evidence given in support of those claims. (WAYS 101 SLO 2) Evaluate arguments, including detecting inconsistencies and common mistakes in reasoning (i.e., logical fallacies, or common forms of logical error, e.g., mistaking a correlation for causation). (WAYS 101 SLO 3) Analyze their own and others' assumptions in framing the problem and in defining the relevant evidence, and reflect on how those assumptions affect their position. (Analyzing) (WAYS 101 SLO 5)
acknowledge limitations such as perspective and bias	Analyze their own and others' assumptions in framing the problem and in defining the relevant evidence, and reflect on how those assumptions affect their position. (Analyzing) (WAYS 101 SLO 5)
Develop well-reasoned (logical) arguments to form judgments and/or draw conclusions	Construct arguments, anticipating likely objections to that argument and formulating possible responses to these objections. (WAYS 101 SLO 4)

SUNY Information Literacy

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
locate information effectively using tools appropriate to their need and discipline	Locate and integrate appropriate outside sources into their own writing. (Applying) (WAYS 102 SLO 4)
evaluate information with an awareness of authority, validity, and bias	Critically evaluate the reliability of source materials (WAYS 01 SLO 6)

demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.	Recognize and map out the claims made (what is being argued for, to whom and how; the conclusion) and the reasons/evidence given in support of those claims (i.e., the premises). (WAYS 101 SLO 2)

SUNY Communication – Written and Oral

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
Research a topic, develop an argument, and organize supporting details	Integrate appropriate outside sources into their own writing. (Applying) (WAYS 102 SLO 4) Craft arguments with clear purpose, logical organization, internal consistency and appropriate tone. (Creating) (WAYS 102 SLO 3)
Demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages and audience	Apply conventions of grammar, structure, and citation appropriate to the disciplinary lens. (Applying) (WAYS 102 SLO 5) Demonstrate oral communication that informs, persuades, or otherwise engages with audience(s) appropriately. (Applying) (WAYS 103 SLO 4)
Evaluate communication for substance, bias and intended effect	Map out claims made (what is being argued for) and reasons/evidence given in support of those claims. (Analyzing) (WAYS 101 SLO 2) Analyze their own and others' assumptions in framing the problem and in defining the relevant evidence, and reflect on how those assumptions affect their position. (Analyzing) (WAYS 101 SLO 5) Evaluate communication for substance, bias, and intended effect. (Evaluating) (WAYS 103 SLO 5)
Demonstrate the ability to revise and improve written and oral communication	Construct (plan, draft, revise, and edit) extended writing in drafts of increasing quality, in response to feedback from diverse readers (peers, instructors). (Creating) (WAYS 102

	SLO 2)
--	--------

SUNY Diversity, Equity, Inclusion and Social Justice

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender	Describe historical and contemporary social factors that shape the development of individual and group identity, involving but not limited to race, class, and gender. (Understanding) (WAYS 103 SLO 1)
Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression and opportunity	Analyze the social construction of inequality at the individual, interactional, institutional, and ideological levels of society. (Analyzing) (WAYS 103 SLO 2)
Apply the principles of rights, access, equity and autonomous participation to past, current, or future social justice action	Describe challenges (and responses to said challenges) regarding rights, access, and equity that are faced by underrepresented population(s) traditionally marginalized or oppressed in the U.S., especially in terms of social justice action. (Understanding) (WAYS 103 SLO 3)

SUNY Mathematics (and Quantitative reasoning)

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
Interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables and schematics	Apply precise, logical quantitative reasoning to mathematical hypotheses and conditions (TM SLO 2)
Represent mathematical information symbolically, visually, numerically or verbally as appropriate	Communicate effectively with oral and written skills appropriate to the discipline (TM SLO 5)
Employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems	Use the fundamental tools of mathematics, such as arithmetic, algebra, geometry, functions, graphs, and statistics (TM SLO 1)

SUNY Natural Sciences (and Scientific Reasoning)

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
------------------	---------------------

An understanding of the methods scientists use to explore natural phenomena, including observation, hypotheses development, measurement and data collection, experimentation, evaluation of evidence and employment of data analysis or mathematical modeling	Explain the process of scientific investigation and its strict reliance on empirical evidence (NW SLO 1)
Application of scientific data, concepts or models in one or more natural sciences	Apply the scientific process to phenomena in the natural world (NW SLO 2)

SUNY Humanities

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
Demonstrate knowledge of the conventions and methods of at least one of the humanities	Explain a range of foundational approaches used within the relevant subject area and apply those approaches. (Explaining and Applying) (TF SLO 1)
Recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images or artifacts	Identify in writing the strengths and weaknesses of different foundational approaches and argue persuasively for and against the assumptions made by those approaches. (Applying and Evaluating) (TF SLO 4) Critically analyze the form, content, and style of an art form. (Analyzing) (TA SLO 2)

SUNY Social Sciences

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
Describe major concepts and theories of at least one discipline in the social sciences	Identify essential discipline-specific theories, terminology, and conceptual frameworks from the social sciences. (SW SLO 3)
Demonstrates an understanding of the methods social scientists use to explore social phenomena	Apply basic course concepts and methods to answer a simple social science research question. (SW SLO 5)

SUNY The Arts

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
------------------	---------------------

Demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein	Critically analyze the form, content and style of an art form (TA SLO 2) Interpret the art form being studied (TA SLO 4)
--	---

SUNY US History and Civic Engagement

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
Demonstrate understanding of the United States' society and/or history, including the diversity of individuals and communities that make up the nation	Analyze United States' society and/or history, including the diversity of individuals and communities that make up the nation. (Analyzing) (TH SLO 4)
Understand the role of individual participation in US communities and government	Explain the role of individual participation in US communities and government. (Understanding) (TH SLO 3)
Apply historical and contemporary evidence to draw, support, or verify conclusions	Identify relevant source materials commonly used to understand the past (TH SLO 1)

SUNY World History and Global Awareness

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
Demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world	Analyze historical or contemporary global issues, discourses, narratives, and/or artistic expressions from more than one perspective. (CG SLO 3)
Demonstrate an understanding of the structures, systems and interrelationships among civilians and cultures within historical and/or contemporary contexts and their impact on wellbeing and sustainability	Identify significant aspects of global and/or intercultural connections with political, historical, artistic, cultural, philosophical, economic, scientific, technological, and/or international components. (CG SLO 2)

SUNY World Languages

SUNY Gen Ed SLOs	Potsdam Gen Ed SLOs
------------------	---------------------

Exhibit basic proficiency in the understanding and use of a world language	<p>Identify sentences in present tense in the new language. (CL SLO 3)</p> <p>Use present tense verbs to discuss basic topics (CL SLO 4)</p>
Demonstrate knowledge of the distinctive feature of culture(s) associated with the language they are studying	Develop pertinent reflections on cultural features of non-English language communities. (CL SLO 2)