



## General Education Assessment Plan

The general education curriculum of CSU-Pueblo is overseen by the Faculty Senate's General Education Board.

The General Education Board oversees all general education courses and makes recommendations to the Faculty Senate on all course modifications proposed by the electing units' Curriculum and Academic Program Committees, the Administration or other sources.

This plan was developed in AY 2018-2019 by the General Education Board.

The primary administrative contact for assessment is Helen Caprioglio, Assistant Provost for Assessment, Student Learning and Effectiveness

The skills component of the CSU-Pueblo general education program is designed to give students the written communication and quantitative reasoning skills necessary for success in their undergraduate studies and future careers.

The knowledge component is designed to give students direct experience in the methods of thought and inquiry in three central areas of academic endeavor: the arts and humanities; the social sciences; and the natural and physical sciences.

### **Student Learning Outcomes**

Upon completion of general education courses, students will

1. Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (Communication)
2. Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (Critical Thinking)
3. Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present. (Diversity and Social Responsibility)
4. Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (Personal Values and Ethics)
5. Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (Quantitative Reasoning)
6. Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design. (Scientific Reasoning)
7. Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (Wellness and Well-Being)

## **Assessment of Student Learning Outcomes (SLOs)**

Given the nature of general education at CSU-Pueblo there is some level of overlap among these outcomes and consequently, some overlap in their measurement and evaluation.

The courses and their objectives, in aggregate, meet the outcomes for the program (as illustrated via **an attached curriculum map.**) The General Education Board is continuing to review all general education courses to verify which courses are connected to each SLO, on a 5-year cycle to correspond with Colorado GT Pathways course review.

## **Communication**

The outcomes are communicated via the annual campus catalog and via the website, <https://www.csupueblo.edu/assessment-and-student-learning/general-education-assessment.html> with assessment reports also posted there. [Courses addressing particular SLOs indicate this in the syllabus.](#)

## **Assessment schedule and methods**

Direct assessment methods will be used to measure each of the learning outcomes on a three-year cycle. Random sampling of artifacts from representative courses will be used for in-house assessments utilizing modified AAC&U VALUE rubrics.

Year	SLOs	Assessments
1 (2018-19)	1-Communication 2-Critical Thinking	Pilot – online Critical Assessment Test (CAT)
2 (2019-20)	5-Quantitative Reasoning 6-Scientific Reasoning	CAT Communication and Critical Thinking results and In-house course level assessment
3 (2020-21)	3-Diversity/Social Responsibility 4-Personal values/ethics	In-house course level assessment
4 (2021-22)	1-Communication 2-Critical Thinking 7-Wellness & well-being	CAT Communication results and Wellness Essay
5 (2022-23)	5-Quantitative Reasoning 6-Scientific Reasoning	CAT Critical Thinking results and In-house course level assessment
6 (2023-24)	3-Diversity/Social Responsibility 4-Personal values/ethics	In-house course level assessment
7 (2024-25)	1-Communication 2-Critical Thinking 7-Wellness & well-being	CAT Communication results Wellness Essay

## Process timeline

Year 1 fall	Revise assessment plan			
Year 1 spring	Finalize revised assessment plan	Administer CAT to random sample of seniors for online pilot [SLOs 1 & 2]		
Year 1 summer	Gen Ed Board members/faculty prepare for implementation of 1 <sup>st</sup> full cycle, fall 2019	Review scoring rubrics for SLOs 1, 2, 5, & 6		
Year 2 fall	Professional development for General Ed faculty; Review assessment timeline/rubrics; Adopt rubrics for SLOs 1, 2, 5, & 6	Review scoring rubrics for SLOs 3 & 4	Gen Ed instructors (all modalities) upload electronic artifacts for SLOs 1, 2, 5, & 6	Random sample of classes selected; scorers identified/trained (for fall and spring assessment)
Year 2 spring	Gen Ed instructors (all modalities) upload electronic artifacts for SLOs 1, 2, 5, & 6	Score artifacts from fall classes; Adopt rubrics for SLOs 3 & 4	Gen Ed Board reviews fall assessment results and reports results to Gen Ed faculty	Annual assessment report submitted; updates to assessment plan completed
Year 3 fall	Professional development for Gen Ed faculty; Revised assessment plan to General Ed faculty; Gen Ed instructors (all modalities) upload electronic artifacts for SLOs 3 & 4	Score artifacts from spring (prior) classes; Finalize wellness essay for following year assessment (SLO 7)	Gen Ed Board reviews spring assessment results and reports results to Gen Ed faculty	Random sample of classes selected; scorers identified/trained (for fall and spring assessment)
Year 3 spring	Gen Ed instructors (all modalities) upload electronic artifacts for SLOs 3 & 4	Score artifacts from fall classes; Adopt rubric for SLO 7	Gen Ed Board reviews fall assessment results and reports results to Gen Ed faculty	Annual assessment report submitted; updates to assessment plan completed

## Course Assessment planning charts

Year two courses for assessment

<b>SLO2 Critical Thinking</b>		<b>SLO5 Quantitative Reasoning</b>	<b>SLO6 Scientific Reasoning</b>
<i>GT-AH1</i> {SLOs 2 & 5) <i>GT-SS1</i> (SLOs 1, 2, & 5) <i>GT-AH2</i> {SLOs 2 & 5) <i>GT-SS2</i> {SLOs 1, 2 & 5) <i>GT-AH3</i> (SLOs 1, 2 & 5) <i>GT-SS3</i> {SLOs 1, 2 & 5) <i>GT-HI1</i> {SLOs 3, 4 & 5)  ART 100 ART 211 ART 212 HIST 110 HIST 111 HIST/CS 136 HIST 201 HIST 202 PHIL 102 PHIL 120 PHIL 201 PHIL 204 PHIL 205 ENG 114 MUS 118 SPN 130 GEOG 103 CS/SW 230 SOCSC 209 ANTHR 100 ANTHR/ENG 106	ENG/CS 220 ENG 130 ENG 221 ENG 222 ENG 240 ECON 201 ECON 202 POLSC 101 POLSC 201 POLSC 202 SOC 201 SW205 MCCNM 101 WS 100 PSYCH 100 PSYCH 151 PSYCH 222 PSYCH/SOC/WS 231 PSYCH 251 SOC 101	MATH 101 MATH 109 MATH 119 MATH 120 MATH 121 MATH 124 MATH 126 MATH 156 MATH 221	BIOL 100/L BIOL 121/L BIOL 181/L BIOL 182/L BIOL 201/L BIOL 202/L BIOL 223/L BIOL 224/L CHEM 101/L CHEM 111/L CHEM 121/L CHEM 122/L CHEM 125/L CHEM 160/L EXHP 162/L GEOL 101/L GEOL 114/L PHYS 110/L PHYS 140/L PHYS 145/L PHYS 201/L PHYS 202/L PHYS 221/L PHYS 222/L

Other SLOs for assessment...many courses not yet listed

<b>SLO</b>	<b>Courses addressing SLO</b>		
<b>1-Communication</b>	ENG 101, ENG 102 COMR 103 <i>GT-AH1 &amp; GT-AH2 (SLO 2&amp;4)</i>		
<b>3-Diversity and Social Responsibility</b>	ASL 101 ASL 102 ASL 201 ASL 202 FRN 101 FRN 102 FRN 201 FRN 202 GER 101 GER 102 GER 201 GER 202 ITL 101 ITL 102 ITL 201 ITL 202 SPN 101 SPN 102 SPN 201 SPN 202 WL 100 CS 101		
<b>4-Personal Values and Ethics</b>	PHIL 102.PHIL 120 PHIL 201 PHIL 204 PHIL 205		
<b>7-Wellness &amp; Well-being</b>	EXHP 162/L PSYCH 100 PSYCH 151 PSYCH 251		