Colorado State University Pueblo
General Education Assessment Plan
2021-2026

Overview of General Education Program

Colorado State University Pueblo's General Education (GT) program requires 35 hours and is divided into 2 segments. The knowledge Component = 26 credit hours and Skills = 9 credit hours.

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 then natural and physical sciences.

The general education curriculum of CSU-Pueblo is overseen by the Faculty Senate's General Education Board (GEB). The GEB 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 as needed. The current iteration of our general education program was created in 2019. Revisions have been made to the student learning outcomes in 2020.

As part of the vision 2028 initiative, graduates of Colorado State University Pueblo will be exposed to our Guiding Principles through the General Education Curriculum. These guiding principles will be anchored in active engagement of place, sustainability, entrepreneurship, diverse communities and real-world challenges.

Measurement of the program's student learning outcomes is overseen by the Executive Director for Assessment and Institutional Effectiveness with the recommendation from the General Education Board that a dedicated (part-time) position is needed to coordinate the various participants within and requirements of the assessment process.

Student Learning Outcomes

Upon completion of general education courses, students will have intellectual and practical skills. These skills will be practiced extensively across the general education curriculum and include:

- **Written Communication:** Develop and express ideas in writing, learning to work in many genres and styles, and with many different writing technologies, and mixing texts, data, and images.
- **Quantitative Reasoning:** Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems.
- **Inquiry & Analysis:** Explore issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments and break complex topics or issues into parts to gain a better understanding of them.

- **Oral communication:** Prepare purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- **Critical Thinking:** Comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **Creative Thinking:** Combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- **Information Literacy:** Know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Technical literacy:** Use, manage, understand, and assess technology.
- **Problem solving:** Design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal.
- **Teamwork:** Belong to teams where effort, manner of interacting with others, and the quantity and quality of contributions are valued. https://catalog.csupueblo.edu/academic-policies/general-education/

Rationale for Assessment

CSUP's General Education Program will engage in an on-going assessment of student learning within its curriculum, which consist of over 120 courses, including labs. The scope and size of its curriculum means that General Education is embedded within almost every student's experience at CSUP.

SLO	Objective	Outcomes
1	Written Communication	Students will craft written communication demonstrating organization, clarity, logic, and skill for various audiences.
2	Quantitative Reasoning	Students will apply numeric, symbolic and geometric skills to formulate and solve quantitative problems.
3	Inquiry and Analysis	Students will formulate focused questions and hypotheses that address appropriately the topic at hand, as well as identify and explain a method of inquiry.
4	Oral Communication	Students will craft oral communication demonstrating organization, clarity, logic, and skill for various audiences.
5	Critical Thinking	Students will evaluate evidence, context, and multiple perspectives as a means of analyzing complex issues.
6	Creative Thinking	Students will combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
7	Informational Literacy	Students will identify appropriate information sources and evaluate critically the credibility of those sources for relevance, legitimacy, and bias
8	Technical Literacy	Students will use, manage, understand, and assess technology.

| 9 | Problem Solving | Students will apply appropriate disciplinary methodologies to answer questions and propose solutions to problems with the human and natural worlds |
| 10 | Teamwork | Students will practice belonging to teams where effort, manner of interacting with others, and the quantity and quality of contributions are valued. |

CSUP has moved from using a standards-based CAT/other assessment to utilizing an artifact, or student assignment-based approach for its general education assessment. The rationale for this approach centers on the use of authentic student work created within the general education courses within the General Education curriculum. Furthermore, the artifact approach will be easily adapted to the wide range of outcomes within the various programs, rather than standardized assessment instruments that do not match the needs of our students. The artifact-based approach will not increase significant faculty workload because it measures assignments that are already being utilized as part of the assessment process within the courses.

Annual outcomes for the assessment process will address the following questions:

1. To what extent do CSUP students demonstrate the learning outcomes of our university's General Education program?
2. What strengths or areas of improvement can be made to the assessment process based on the results derived from the rubric rating scales and applied back to the courses?
3. What recommendations are suggested for improving the General Education program based on the data from the analysis?

Schedule for Assessment

The ten student learning outcomes are to be assessed over a five-year assessment cycle, and at the culmination of the five years, the cycle will begin anew, so that the Gen Ed program can measure comparative improvement over the range of goals. The artifact collection schedule below was chosen to account for the number of courses offered within a given semester and to keep the assessment implementation manageable. Please note that this process is a flexible one and will be adapted to any change should the situation arise to do so.

Outcome Assessment Schedule Table A			
Year	**Term**	**Student Learning Outcome (SLO)**	**Assessment Rubric**
1	Fall & Spring 2021-2022	Written Communication	CDHE GT Pathways Competency: **Written Communication** (adapted AAC&U VALUE) LINK
		Quantitative Literacy	CDHE GT Pathways Competency: **Quantitative Literacy** (adapted AAC&U VALUE) LINK
2	Fall & Spring 2022-2023	Inquiry and Analysis	CDHE GT Pathways Competency: **Inquiry & Analysis** (adapted AAC&U VALUE) LINK
		Oral Communication	CDHE GT Pathways Competency: **Oral/Presentational Communication** (adapted AAC&U VALUE) LINK
3	Fall & Spring 2023-2024	Critical Thinking	CDHE GT Pathways Competency: **Critical Thinking** (adapted AAC&U VALUE) LINK
		Creative Thinking	CDHE GT Pathways Competency: **Creative Thinking** (adapted AAC&U VALUE) LINK
4	Fall & Spring 2024 - 2025	Information Literacy	CDHE GT Pathways Competency: **Information Literacy** (adapted AAC&U VALUE) LINK
		Technical Literacy	CDHE Competency: **Technology** (TBA) archived LINK
5	Fall & Spring 2025-2026	Teamwork	CDHE Gt Pathways Competency: **Problem Solving** (adapted AAC&U VALUE) LINK
		Problem Solving	AAC&U **Teamwork** VALUE Rubric LINK

Assessment of SLOs				
CSUP Gen Ed Category	GT Pathways Code	Gen Ed/GT Category	SLOs for Assessment	
Written Communication	GT-CO1&2	Written Communication	1 8	Written Communication Technical Literacy
Quantitative Literacy	GT-MA1	Mathematics	2 9	Quantitative Reasoning Problem Solving
Humanities	GT-AH1	Arts & Expression Plus 2 not GT	4 6	Oral Communication Creative Thinking
	GT-AH2	Literature & Humanities	1 10	Written Communication Teamwork
	GT-AH3	Ways of Thinking	5 8	Critical Thinking Technical Literacy
	GT-AH4	World Languages Plus 12 not GT	4 6	Oral Communication Creative Thinking
History	GT-HI1	History	5 7	Critical Thinking Informational Literacy
Social Sciences	GT-SS1 & GT-SS2	Economics or Political Systems & Geography Plus 1 not GT	3 9	Inquiry and Analysis Problem Solving
	GT-SS3	Human Behavior, Culture, or Social Frameworks Plus 5 not GT	7 10	Informational Literacy Teamwork
Natural & Physical Sciences	GT-SC1 GT-SC2	Natural and Physical Sciences Plus Not GT	2 3	Quantitative Reasoning Inquiry and Analysis

Artifact Collection and Scoring Process

The Executive Director for Assessment and Institutional Effectiveness will notify faculty the semester on or before their course is to be included within the General Education assessment, so they have time to prepare an assignment that aligns with the outcome being measured. At the beginning of the semester in which artifacts will be collected, the assessment director will provide detailed artifact submission instructions and will, in conjunction with the Center for Teaching and Learning, offer curricular and technological support for artifact creation and submission.

In order to keep the scoring process manageable in terms of time and personnel resources, collected student artifacts may be sampled randomly for assessment purposes. Once selected, artifacts will be divided between and scored by two person teams of CSUP faculty members including the General Education Board during an annual summer workshop, with faculty scorers recruited from departments and colleges across the university and compensated for their time. It is required that all scorers go through an interrater reliability workshop prior to scoring.

Scorers will rate each artifact against a common rubric primarily based upon the AAC&U's externally validated GT Pathways-modified Competency VALUE Rubrics (see Appendix A and Outcome Assessment Schedule Table A above). Along with providing a numeric rank for each artifact, faculty scorers will also complete a qualitative survey to provide additional feedback to departments across the university regarding 1) alignment between the artifact and its relevant learning outcome, 2) course syllabus GT components that are related to the General Education program, and 3) other relevant feedback.

Dissemination of Results

By the end of each fall semester, the Executive Director for Assessment and Institutional Effectiveness will review the data from the summer scoring workshop and write an annual assessment report to be shared with the General Education Board and the Office of the Provost for their response and recommendations for action.

The report will be also posted on the CSUP website for public dissemination. Finally, the Executive Director for Assessment and Institutional Effectiveness will share the report itself and more specific course-level assessment data with all relevant department chairs as well as the Institutional Effectiveness Board to loop through the continuous improvement process using the assessment results.