

Colorado State University Pueblo

General Education Assessment Plan 2026-2031

Overview

This document details the CSU Pueblo's **plan for assessing** the Student Learning Outcomes (SLOs) of the University's General Education Program during 2026-2031.

CSUP's General Education 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. SLOs for the General Education Program were revised in 2019 alongside the University's Vision 2028 plan, and the SLOs were further updated in 2025.

Measurement of the program's SLOs is overseen by Associate Provost 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.

For more information, see:

<https://catalog.csupueblo.edu/academic-policies/general-education/>

<https://www.csupueblo.edu/general-education-board/index.html>

<https://www.csupueblo.edu/assessment-and-student-learning/general-education-assessment.html>

Student Learning Outcomes (SLOs)

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.
- **Cultural Understanding:** Explore the beliefs, values, and practices of diverse groups and cultures, to foster an understanding of cultural diversity, diversity of thought, multi-cultural societies, global perspectives.
- **Information & Technical Literacy:** Identify information needs, locate and critically evaluate diverse information sources, and effectively evaluate and apply technologies to accomplish identified tasks within ethical and societal contexts.
- **Problem solving:** Design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal.

Rationale for Assessment

CSUP's General Education Program conducts regular, annual assessment of student learning within its curriculum, which consists 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.

Except for the Oral Communication SLO and for courses in World Languages (see below), CSUP uses an artifact-based (i.e., student-assignment-based) approach for its general education assessment. This approach uses authentic student work created within the general education curriculum. The artifact approach can be easily adapted to the wide range of outcomes within the various programs, without significantly increasing 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 meet the SLOs of the 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?

Artifact Collection and Scoring Process

The Provost's director of assessment (e.g., Associate Provost) 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 director of assessment 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.

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 provide additional feedback to departments across the university regarding the alignment between the artifact and its relevant learning outcome and course syllabus GT components that are related to the General Education program.

Alternative Assessment Model for Oral Communication and Creative Thinking

The General Education Program's assessment model uses an artifact-based approach with external-to-program reviewers. The model has virtues, but it does not work well for two SLOs (Oral Communication and Creative Thinking) and one program (World Languages, because external-to-program reviewers cannot evaluate the quality of student work). The assessment challenge with Oral Communication arises because artifacts (oral presentations) are seldom preserved for external review, and the assessment challenge with Creative Thinking relates to difficulty of assessing creativity from outside the particular discipline in question. Accordingly, the General Education Program will incorporate program-level assessment information for these SLOs. The artifact-based assessment model will not be used for them.

Dissemination of Results

By the end of each fall semester, the Associate Provost 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 Associate Provost 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.

Assessment schedule

The full set of SLOs is to be assessed over a five-year assessment cycle, after which the cycle will begin anew. The artifact collection schedule below was adopted to create time-variance across colleges and programs and to keep the assessment implementation manageable. Please note that the schedule and process is flexible and will be adapted to any change should the situation arise to do so.

Assessment year	Academic year	Gen Ed Category	SLOs
1	2026-2027	Natural & Physical Sciences	Quantitative Literacy, Inquiry & Analysis
2	2027-2028	Mathematics, Economics	Quantitative Literacy, Problem Solving
3	2028-2029	CHASS 1: English and Composition	Written Communication, Critical Thinking
4	2029-2030	CHASS 2: World Languages, Humanities	Written Communication, Critical Thinking, Cultural Understanding
5	2030-2031	CHASS 3: History, Social Sciences	Critical Thinking, Information & Technical Literacy, Written Communication

Here is the [full assessment schedule for all General Education courses](#).

Program	Number	Course Name	Assessment year	Written Communication	Quantitative Reasoning	Inquiry & Analysis	Critical Thinking	Information & Technical Literacy	Problem Solving	Cultural Understanding
BIOL	100 & 100L	Principles of Biology	2026-27		X	X				
BIOL	121 & 121L	Environmental Conservation (GT-SC2)	2026-27		X	X				
BIOL	181 & 181L	College Biology I/Organismal Bio (GT-SC2)	2026-27		X	X				
BIOL	182 & 182L	College Biology II/Cellular Biology (GT-SC2)	2026-27		X	X				
BIOL	201 & 201L	Botany (GT-SC2)	2026-27		X	X				
BIOL	223 & 223L	Human Physiology and Anatomy I (GT-SC2)	2026-27		X	X				
BIOL	224 & 224L	Human Physiology and Anatomy II (GT-SC2)	2026-27		X	X				
CHEM	101 & 101L	Chemistry and Society (GT-SC2)	2026-27		X	X				
CHEM	101 & 101L	Principles of Chemistry (GT-SC2)	2026-27		X	X				
CHEM	121 & 121L	General Chemistry I (GT-SC2)	2026-27		X	X				
CHEM	122 & 122L	General Chemistry II (GT-SC2)	2026-27		X	X				
CHEM	125 & 125L	Environmental Science (GT-SC2)	2026-27		X	X				
CHEM	160 & 160L	Introduction to Forensic Science (GT-SC2)	2026-27		X	X				
GEOL	101 & 101L	Earth Science (GT-SC2)	2026-27		X	X				
GEOL	114 & 114L	Oceanography	2026-27		X	X				
PHYS	110 & 110L	Astronomy (GT-SC2)	2026-27		X	X				
PHYS	140 & 140L	Light, Energy, & the Atom (GT-SC2)	2026-27		X	X				
PHYS	201 & 201L	Principles of Physics I (GT-SC2)	2026-27		X	X				
PHYS	202 & 202L	Principles Of Physics II (GT-SC2)	2026-27		X	X				
PHYS	221 & 221L	General Physics I	2026-27		X	X				
PHYS	222 & 222L	General Physics II	2026-27		X	X				
ANTH	101 & 101L	Biological Anthropology	2026-27		X	X				
BIOL	202 & 202L	Zoology	2026-27		X	X				
EPER	162 & 162L	Personal Health	2026-27		X	X				
MATH	109	Mathematical Explorations (GT-MA1)	2027-28		X					X
MATH	120	College Algebra (GT-MA1)	2027-28		X					X
MATH	124	Pre-Calculus (GT-MA1)	2027-28		X					X
MATH	126	Calculus & Analytic Geometry I (GT-MA1)	2027-28		X					X
MATH	156	Introduction to Statistics (GT-MA1)	2027-28		X					X
MATH	221	Applied Calc: An Intuitive Approach (GT-MA1)	2027-28		X					X
ECON	201	Principles of Macroeconomics (GT-SS1)	2027-28		X					X
ECON	202	Principles of Microeconomics (GT-SS1)	2027-28		X					X
ENG	101	Rhetoric & Writing I	2028-29	X			X			
ENG	102	Rhetoric & Writing II	2028-29	X			X			
ENG	115	Technical Writing	2028-29	X			X			
ENG	114	Introduction to Creative Writing (GT-AH1)	2028-29	X			X			
ARH	211	Global Art I (GT-AH1)	2029-30				X			X

Program	Number	Course Name	Assessment year	Written Communication	Quantitative Reasoning	Inquiry & Analysis	Critical Thinking	Information & Technical Literacy	Problem Solving	Cultural Understanding
ARH	212	Global Art II (GT-AH1)	2029-30				X			X
ART	100	Visual Dynamics (GT-AH1)	2029-30				X			X
MUS	118	Music Appreciation (GT-AH1)	2029-30				X			X
ENG	130	Introduction to Literature (GT-AH2)	2029-30	X			X			
ENG/CS	220	Survey of Chicano Literature (GT-AH2)	2029-30	X			X			
WS	100	Introduction to Women's Studies	2029-30				X			X
SPN	130	Intro to Spanish-Speaking Cultures	2029-30	X						X
FRN	201	<i>Intermediate French I (GT-AH4)</i>	2029-30	X						X
FRN	202	<i>Intermediate French II (GT-AH4)</i>	2029-30	X						X
GER	201	<i>Intermediate German I</i>	2029-30	X						X
GER	202	<i>Intermediate German II</i>	2029-30	X						X
ITL	201	<i>Intermediate Italian I (GT-AH4)</i>	2029-30	X						X
ITL	202	<i>Intermediate Italian II (GT-AH4)</i>	2029-30	X						X
SPN	201	<i>Intermediate Spanish I (GT-AH4)</i>	2029-30	X						X
SPN	202	<i>Intermediate Spanish II (GT-AH4)</i>	2029-30	X						X
ASL	101	<i>Beginning American Sign Language I</i>	2029-30							X
ASL	102	<i>Beginning American Sign Language II</i>	2029-30							X
FRN	101	<i>Beginning French I</i>	2029-30	X						X
FRN	102	<i>Beginning French II</i>	2029-30	X						X
GER	101	<i>Beginning German I</i>	2029-30	X						X
GER	102	<i>Beginning German II</i>	2029-30	X						X
ITL	101	<i>Beginning Italian I</i>	2029-30	X						X
ITL	102	<i>Beginning Italian II</i>	2029-30	X						X
SPN	101	<i>Beginning Spanish I</i>	2029-30	X						X
SPN	102	<i>Beginning Spanish II</i>	2029-30	X						X
WL	100	Intro to Comparative Linguistics	2029-30							X
CID	103	<i>Speaking & Listening</i>	2029-30							X
GEOG	103	World Regional Geography (GT-SS2)	2030-31				X			X
PSYC	100	General Psychology (GT-SS3)	2030-31				X			X
PSYC	151	Human Development (GT-SS3)	2030-31				X			X
SOC	101	Introduction to Sociology (GT-SS3)	2030-31				X			X
ANTH	106	Language, Thought and Culture	2030-31				X			X
PSYC	231	Marriage & Family Relationships	2030-31				X			X
PSYC	251	Childhood and Adolescence	2030-31				X			X
SOC	248	Environmental Sociology	2030-31	X			X			
PHIL	102	Philosophical Literature (GT-AH3)	2030-31				X	X		
PHIL	107	Intro to Religious Studies (GT-AH3)	2030-31				X	X		

Program	Number	Course Name	Assessment year	Written Communication	Quantitative Reasoning	Inquiry & Analysis	Critical Thinking	Information & Technical Literacy	Problem Solving	Cultural Understanding
PHIL	130	Western Religious	2030-31				X	X		
PHIL	140	Eastern Religious	2030-31				X	X		
PHIL	201	Classics in Ethics (GT-AH3)	2030-31				X	X		
PHIL	204	Critical Reasoning (GT-AH3)	2030-31				X	X		
PHIL	205	Deductive Logic (GT-AH3)	2030-31				X	X		
CS	101	Introduction to Chicano Studies (GT-HI1)	2030-31	X			X			
HIST	110	World History to 1500 (GT-HI1)	2030-31	X			X			
HIST	111	World History since 1500 (GT-HI1)	2030-31	X			X			
HIST/CS	136	The Southwest United States (GT-HI1)	2030-31	X			X			
HIST	201	U.S. History I (GT-HI1)	2030-31	X			X			
HIST	202	U.S. History II (GT-HI1)	2030-31	X			X			
POLS	101	American Government (GT-SS1)	2030-31			X	X			
POLS	102	State & Local Government	2030-31			X	X			
POLS	106	Race & Ethnicity in American Democracy (GT-SS1)	2030-31			X	X			
POLS	201	International Relations (GT-SS1)	2030-31			X	X			
POLS	202	Comparative Politics	2030-31			X	X			
ANTH	100	Cultural Anthropology (GT-SS3)	2030-31	X			X			
MAE	101	Media & Society (GT-SS3)	2030-31	X			X			
SOC	201	Social Problems (GT-SS1)	2030-31			X	X			X
CS/SW	230	Chicano: Social & Psychological Study (GT-SS3)	2030-31							
SOC	261	Introduction to Cannabis Studies	2030-31				X	X		