

CSU-Pueblo General Education Program Assessment Plan

January 2012

All academic departments are responsible for developing meaningful assessment plans for their master and baccalaureate programs. This checklist, while not exhaustive, is a basic outline for creating or re-creating plans. It complements the CSU-Pueblo *Academic Program Assessment* handbook and together, they will help you define appropriate student learning outcomes, collect evidence of students learning, evaluate that evidence relative to the outcomes, and make appropriate program adjustments.

Please consider the following as you develop your student learning outcomes assessment plans:

Identification

- What is the name of the academic program and school?

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

- By whom and on what date was the plan developed?

This plan was developed in October 2011 by Erin Frew and Leticia Steffen.

- Who is the primary contact for assessment?

Erin Frew, Assistant Provost for Assessment & Student Learning

Mission, goals and student learning outcomes

- What is the mission of the department and how does it relate to the school's mission?

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.

- What is the mission of the program and how does it relate to the department's mission?

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.

- What are the student learning outcomes and how do they relate to the program's mission?

Upon completion of general education courses, students will

Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (Communication)

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)

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)

Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (Personal Values and Ethics)

Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (Quantitative Reasoning)

Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design. (Scientific Reasoning)

Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (Wellness and Well-Being)

- Are learning outcomes written as observable skills and abilities?

The SLOs are written as measureable, observable student behaviors.

- Are the outcomes discrete (i.e., non-overlapping)?

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.

- Are the outcomes limited in number to five or six but not more than eight?

Yes, there are seven SLOs.

- What level of performance is expected of students for each criterion?

Campus faculty are in the process of establishing performance level expectations for the outcomes.

- How are the learning outcomes communicated to department faculty and students, and to the community?

The outcomes are communicated via the annual campus catalog and via the Web site, including <http://www.colostate->

pueblo.edu/Assessment/GeneralEducationAssessment/StudentLearningOutcomes/Pages/default.aspx.

They also act as the basis for each year's theme for professional education (e.g., *The Year of Critical Thinking*) and consequently, they appear in campus announcements of monthly events and in other campus communication and marketing.

Curriculum

- Do the courses and their objectives, in aggregate, meet the outcomes for the program (as illustrated via an attached curriculum map)?
- Does the curriculum provide opportunities for students to demonstrate they have learned the program outcomes?

The General Education Board conducted a mapping exercise in June 2009 and the results indicated that courses are connected to the SLOs; however, the Board believes that efforts to assure the courses provide students with opportunities to learn the outcomes should be on-going. A future activity may include an "audit" process for general education offerings.

Assessment methods

- What assessment methods will be used to measure each of the learning outcomes?
- Are descriptions of the assessment processes clear and detailed?
- Are the assessment processes explicitly linked to the student learning outcomes?
- Are the means of assessment commensurate with the available resources?
- What timetable will be implemented for each method, who is involved, and who is responsible for them?
- Are multiple methods employed?
- Are sufficient direct measures of student learning utilized?

Measures/ Process	General Education Student Learning Outcomes							
	Communication	Critical Thinking	Diversity & Social Responsibility	Personal Values & Ethics	Quantitative Reasoning	Scientific Reasoning	Wellness & Wellbeing	Timeline
Indirect:								
NSSE	1.b, 1.c, 1.d, 1.e, 11.c, 11.d,	1.d, 1.i, 6.e, 6.f, 11.e, 11.m,	1.e, 1.k, 1.u, 1.v, 6.a, 6.e, 7.b, 7.e, 7.f, 9.d, 10.c, 11.i, 11.l, 11.o,	6.d, 6.e, 11.k, 11.n,	11.f,		6.b, 6.c, 11.p,	Administered during the Spring Semester: 2003, 2005, 2008, 2010, 2014, 2018
Direct:								
Proficiency Profile	X	X	X		X	X		Administered during the Fall (freshman) and Spring (seniors) semesters every four years: 2010-2011, 2014-2015, 2018-2019

Locally developed wellbeing essay	X						X	Administered with the PP during the Fall (freshman) and Spring (seniors) semesters every four years: 2010-2011, 2014-2015, 2018-2019
CAT	X	X			X	X		Administered in the Fall Semester every four years: 2009, 2013, 2017, 2021

- Can these methods also be used for accreditation purposes?

The General Education assessment process has been designed to meet the needs of Higher Learning Commission accreditation and to meet the needs of faculty.

- How are students involved in the assessment process?

The General Education Board and the Institutional Effectiveness Committee (on which the Board participates) has student representatives. In addition, the results of assessment activities are provided to the Associated Students Government and are always available to anyone via the assessment Web site.

☐ **Assessment results**

- How are assessment results evaluated?
- How are faculty and students involved in interpreting and evaluating results, and developing strategies to improve the curriculum?
- Are the results used to help the department achieve its program outcomes?
- How are assessment results used to improve the curriculum and program?

Results are routinely provided to faculty, students, and staff via email and open campus presentations as part of the General Education Board's on-going professional development activities. During these presentations, board members provide results (e.g., CAT, NSSE, Proficiency Profile) and faculty engage in interpreting the results and setting benchmarks for future student performance levels. The General Education Board uses the results to design upcoming professional development activities.

- Are the results being used for budgeting and strategic planning?

The General Education Board submits a budget proposal each year for its professional development series. The primary workshop is funded through a collaboration with Pueblo Community College and Student Affairs.

- How are results disseminated to faculty, students, advisory boards, and administrators?
- Are students informed about their progress toward the learning outcomes?

In addition to the campus Web site, results are provided via periodic reports to the CSU Board of Governors and the Higher Learning Commission.

☐ Continuous processes

- What processes are in place to ensure that the academic program assessment plan is periodically reviewed, evaluated, and updated when appropriate?
- Who is responsible for initiating and supporting the on-going process of program improvement?
- Who is responsible for ensuring that results from each year are the basis for action plans for the following year?

The General Education Board, as a committee of the CSU-Pueblo Faculty Senate, assures that the assessment plan is periodically reviewed and updated, as appropriate, and that the results are used for on-going improvement.