

**Executive Summary:
Planning for Assessment of the CSU General Education Program**

Goal: Develop and implement an evidence based General Education curriculum, with a manageable, faculty-driven assessment process that meets SACS and USG requirements.

Major Events Timeline		
Summer 2017	Fall 2017	Spring 2018
<p>May/June - Developed Action Plan at AAC&U IGEA</p> <p>July – Discussed Action Plan with Provost’s Office</p> <p>July – Gen Ed Assessment Workshop</p> <ul style="list-style-type: none"> • Drafted rubrics for Areas A-E using LEAP VALUE Rubrics • Examined student work (convenient sample) • Recommendations for each core area <p>July – Discuss plans with President</p>	<p>August – Develop General Education Website with proposed changes, LEAP VALUE Rubrics, and solicit feedback.</p> <p>Aug – Update Gen. Ed. Comm, get recommendations</p> <p>Aug – Present plan to relevant chairs & faculty</p> <ul style="list-style-type: none"> • Fall pilot • Solicit faculty volunteers for fall pilot • Full-scale participation in spring 2018 <p>Sept (Aug?) – Present 2017-2018 plans to deans, faculty senate, enlist support</p> <p>Sept – Second solicitation of volunteers for fall pilot</p> <p>Pilot assessment:</p> <ul style="list-style-type: none"> • Volunteer faculty align assignments with outcomes and rubrics • Volunteer faculty insure student work is in CougarView by Oct 15 • Test extraction of student work <p>Nov – Gen Ed committee reviews work submitted, provides feedback</p>	<p>January – Faculty assess student work samples using rubrics</p> <p>All Gen Ed courses:</p> <ul style="list-style-type: none"> • Designate assignment(s) that align with area outcome(s) • Collect student work, make accessible to AVP of Institutional Assessment <p>Next Assessment Workshop in summer 2018</p>

Issues ahead:

- Get full participation for all faculty who teach in the Core: 1) Put student learning outcome(s) in syllabus, 2) align an assignment that is a good representation of the student learning outcome/rubric, 3) have students turn-in their assignments in D2L
- Achieve buy-in / use the process to make meaningful change
- Logistics of collecting & housing student work (preferably D2L) - work with COOL
- Area D Natural Science needs further development

Gains already achieved:

- Early signs of cohesiveness
- Focus on our students
- Conversations across departments
- Rubrics drafted using LEAP VALUE Rubrics
- Obtained 14 faculty recommendations (see next page)

Recommendations received on July 7, 2017

Area A1 Written Communications

1. Revise Student Learning Outcome 1 with Written LEAP VALUE Rubric (ENGL 1101)
2. Revise Student Learning Outcome 2 with Information Literacy LEAP VALUE Rubric (ENGL 1102)

Area A2 Quantitative

1. Use the Representation and Calculation domains in the Quantitative LEAP VALUE Rubric
2. Revise student learning outcomes to include one for representation and one for calculation
3. View ETS and MFT results to determine if these data points reflect student learning outcomes

Area B Institutional Options (Communicating in a Global Environment)

Direct adoption of LEAP VALUE Rubric for Oral Communication with addition of the following items:

1. Include time management under organization
2. Fold in diverse sources under supporting material
3. Account for diverse audiences under language and delivery

Area C Humanities / Fine Arts / Ethics

1. Revisit student learning outcomes so it accurately reflects the core in Area C; possibly splitting Humanities and Fine Arts Outcomes.

Suggestions for learning outcome(s) for Fine Arts

1. Students have the ability to recognize the fine arts as expressions of human experience.
2. Students have the ability to critically appreciate historical and contemporary fine art forms as they relate to individual and social needs and values.
3. Students have the ability to apply knowledge of historical, social, and cultural influences to understanding a work of art.

Area D Natural Sciences

1. Drop student learning outcomes 1 and 3
2. Expand student learning outcome 2 to describe parts of scientific process.
3. Adopt portions of heavily edited Scientific Reasoning Rubric

Area E Social Sciences

1. Consider deleting student learning outcome 1
2. Revise student learning outcome 2. Reasonable but add something about credible and relevant sources, using evidence to reach logical conclusions. (PROCESS)