Assessment Framework for General Education Objectives and Relevant Outcomes

Adapted from Draft of November 19, 2008 compiled and approved by the General Education Subcommittee and approved at the December 3, 2008 main meeting of the full committee and approved at the December 8, 2008 Faculty Senate meeting. Letters and numbering are added to facilitate reference.

AH. To develop an appreciation for, and enhance understanding of, the arts and humanities
   Relevant outcomes include the ability to:
   
   AH1. Engage in literary, philosophic, and artistic expression;
   AH2. Engage in literary, philosophic, and artistic response;
   AH3. Engage in literary, philosophic, and artistic analysis;
   AH4. Engage in literary, philosophic, and artistic evaluation.

GHD. To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world
   Relevant outcomes include the ability to:
   
   GHD1. Analyze an issue from the perspective of another cultural tradition or historical period;
   GHD2. Understand and respect cultural differences;
   GHD3. Read, write, speak, and understand a foreign language at an enhanced level.

SU. To develop scientific understanding of the natural and social worlds
   Relevant outcomes include the ability to:
   
   SU1. Explain how scientists think, work, and evaluate the natural and social world;
   SU2. Use techniques such as controlled observation, experiment, mathematical analysis of data, and production and interpretation of graphical and tabular data presentation;
   SU3. Demonstrate knowledge and appreciation of the natural and social world.

CRT. To develop critical thinking and critical reading skills
   Relevant outcomes include the ability to:
   
   CRT1. Define a problem;
   CRT2. Assemble evidence to support a conclusion;
   CRT3. Assess the validity of a sustained argument;
   CRT4. Analyze information to uncover underlying meanings, structures, and patterns.

WC. To strengthen writing and communication skills
   Relevant outcomes include the ability to:
   
   WC1. Develop a chosen topic,
   WC2. Organize specifics to support a main idea,
   WC3. Use proper grammar,
   WC4. Address a particular audience,
   WC5. Revise and edit to produce focused and coherent texts.
QS. **To strengthen quantitative skills**
Relevant outcomes include the ability to:

- QS1. Apply mathematical and statistical techniques as a means of analysis within a variety of disciplines
- QS2. Assess the strengths and weaknesses of these techniques of analysis.

IFC. **To develop information fluency and computer literacy**
Relevant outcomes include the ability to:

- IFC1. Locate, evaluate, and effectively use information from a variety of sources;
- IFC2. Use computers for research, analysis, and expression;
- IFC3. Analyze the effects of information technology on society.

PHF. **To foster personal health and fitness through a wellness model**
Relevant outcomes include the ability to:

- PHF1. Develop and/or maintain a level of physical activity and nutrition that meets public health standards;
- PHF2. Construct and implement a fitness/wellness program to improve quality of life and longevity;
- PHF3. Apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being;
- PHF4. Build a personal awareness of, and positive attitude towards, healthy living.

SEJ. **To recognize issues of social equity and social justice in the United States**
Relevant outcomes include the ability to:

- SEJ1. Recognize the diverse forms and effects of social and economic inequality;
- SEJ2. Understand bias and discrimination based on individual and group factors such as race, color, religious creed, age, sex, national origin, ancestry, sexual orientation, and mental or physical disability.

CR. **To develop and encourage the practice of civic responsibility**
Outcomes include the ability to:

- CR1. Involve oneself in campus, local or other communities;
- CR2. Take a public stance on a community issue (either in a classroom or public setting);
- CR3. Understand and analyze public issues and public affairs from the perspective of the larger community.
General Education Measurement Strategies

From the *Assessment Report to the CSU Board of Trustees 2008-09* (June 30, 2009)

Measures of general education outcomes rely on internally developed strategies to generate actionable information that can be used to inform improvements. External measures primarily from the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA) as well as the CSU System Survey of Undergraduate Completers are used for validation of internal metrics.

General education outcomes were revised in fall 2008 following review by the Curriculum Committee and approval by the Faculty Senate. In most cases revisions were not radical, although outcomes for recognition of social equity and justice as well as community engagement were added. Revised outcomes and the measurement plan are listed in the table below.

<table>
<thead>
<tr>
<th>General Education Outcome</th>
<th>2006-07</th>
<th>How Measured</th>
<th>2007-08</th>
<th>2008-09</th>
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<tr>
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<td>Local Instr.</td>
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<td>NSSE</td>
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<tr>
<td>To develop scientific understanding of the natural and social worlds</td>
<td>Local Instr.</td>
<td>NSSE</td>
<td>Local Instr.</td>
<td>CSU Survey</td>
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<tr>
<td>To develop critical thinking and critical reading skills</td>
<td>Local Instr.</td>
<td>CLA</td>
<td>CLA</td>
<td>CSU Survey</td>
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<tr>
<td>To strengthen writing and communication skills</td>
<td>Local Instr.</td>
<td>Local Instr.</td>
<td>CLA</td>
<td>NSSE</td>
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<tr>
<td>To strengthen quantitative skills</td>
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<td>ECAR</td>
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CLA: Collegiate Learning Assessment
ECAR: Education Center for Applied Research - Undergraduate Use of Technology (see [http://www.ccsu.edu/Itc/](http://www.ccsu.edu/Itc/))
Local Instr.: Local assessment instrument designed and administered by CCSU faculty