



# General Education Program Assessment

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SPRING 2022

GENERAL EDUCATION COMMITTEE,  
7 FEBRUARY 2022

# A New Approach to Assessing General Education at CSI

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As of Fall 2021, the General Education Committee Assessment Plan aims to assess GE *as a program* by examining how student work submitted in courses that fulfill GE requirements demonstrates student achievement of the 8 General Education Program Goals.

While student work is gathered in courses, the aim is to assess the program that all of the courses together fulfill by tracking student performance across the Program.

By ensuring that students are addressing the 8 goals throughout their completion of GE requirements, we can understand student accomplishment of the Program's goals, track areas of deficiency, and make adjustments to the General Education Program to improve student outcomes.

This is a different form of GE Assessment than has been used at CSI in the past; accordingly, the GECAS is acting to support faculty in this process.

# Sources for CSI's new approach

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1. Attendance of a team led by Associate Provost for Undergraduate Studies and Student Success Ralf Peetz at the **AAC&U's 2021 *Institute on General Education and Assessment*** (Team members: Dean of Science and Technology Michael Cavagnero, Dean of Humanities and Social Sciences Sarolta Takacs, Chair of English Lee Papa, Chair of Mathematics Carlo Lancelotti, and General Education Committee Chair Catherine Lavender), mid-summer 2021.
2. **Shifts in assessment leadership** under Interim Associate Provost for Graduate Studies, Research, and Institutional Effectiveness Dante Tawfeeq in late summer 2021.
3. General Education Committee's Assessment Subcommittee's **development of a new *General Education Assessment Plan, 2021-2024***, approved by the General Education Committee and CSI Faculty Senate in December 2021.
  - Significantly, this Plan includes **Deans in the oversight and collection of assessment** by Departments and Programs, and **focuses on GE Program Goals** instead of GE Course SLOs.

# Different Kinds of Assessment

## ROLE IN CURRICULUM?

## WHAT ASSESSING?

Elective course

Are students learning what I think they should? (assess using course Student Learning Outcomes, or SLOs)

Major elective or requirement

Are students achieving the degree program/major learning goals? (assess using Major/Degree Program Goals)

Course serving as a prerequisite for major or within major

Upon completion of this course, does student work show evidence that students are prepared for advancement/success in course/program for which it serves as a prereq.? (Assess using course SLOs and Degree Program Goals)

General Education

Do I list GE category SLOs on my syllabus?

Assessing General Education Course SLOs

Does student work show achievement of GE SLOs for category, and does the course align with the category SLOs? (Assess using GE SLOs)

Assessing General Education as a PROGRAM

Does student work in course demonstrate students' achievement of GE Program Goals? (Assess using GE Program Goals)

# General Education Assessment

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Focus of Assessment	How Performed
GE category SLOs  (useful for assessing courses within a GE category)	Course assessment:  To learn how well students in the course are able to demonstrate the course's GE SLOs
GE Program Goals  (useful for assessing the overall results of General Education as a program)	Program assessment for GE as a program:  To learn how well students are able to demonstrate GE Program Goals  To measure effectiveness of our GE Program in fostering student development in line with Program Goals

# Choosing Where to Assess

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Identify which GE Program Goals the course represents (GECAS)

Assign Courses and Sections for assessment

- randomly,
- representatively,
- to align with assessment needs,
- to prevent duplication of efforts

# GE Program Goal Alignments

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Courses are aligned with GE Program Goals by category, not singly

Most courses fulfill multiple GE Program Goals (introducing/reinforcing)

- safety in redundancy

Not all courses in a category will have the same emphasis, but all must meet the minimal standard for all of their categories.

Courses are selected for assessment

- to fill gaps in assessment history
- to address areas identified as of concern
- to increase impact of assessment
- and decrease wear and tear

# Rubrics

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Six levels -- 0, 1, 2, 3, 4, 5 -- with 4 being "success" (5 exceeds expectation and is rare).

Each Program Goal has a unique rubric, with the same patterns across the 6 levels:

- 5 exceeds expectations
- 4 meets expectations
- 3 approaches expectations
- 2 does not meet expectations
- 1 course *does not* provide opportunity for student to meet expectations
- 0 course *cannot* provide opportunity for student to meet expectations

Expectations (4's) for each of the 8 GE Goals follow



# Critical and Creative Thinking Rubric

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4: Student work demonstrates capacity to adapt knowledge through analytical reasoning and to test validity of evidence gathered and synthesized from multiple perspectives in order to form arguments based on verified information.

# Critical and Creative Thinking

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## Introduced:

- Required Core:
  - ENG 111 and ENG 151 (RECR)
  - Mathematical and Quantitative Reasoning (RMQR)
  - Life and Physical Sciences (RLPR)]
- Flexible Core:
  - World Cultures and Global Issues (incl. 113-level Language) (FWGR)
  - U.S. Experience in its Diversity (FUSR)
  - Creative Expression (FCER)
  - Individual and Society (FISR)
  - Scientific World (FSWR)

## Introduced (cont.):

- College Option:
  - Science lab co-requisite with Life and Physical Sciences (RLPR)
  - Science lab co-requisite with Scientific World (FSWR)]

## Reinforced:

- College Option:
  - 114-level language
  - 200-level Social Scientific Analysis (social science)
  - 200-level Textual, Aesthetic, and Linguistic Analysis (TALA)
  - 200-level Contemporary World (cont. wrld.)
  - 200- or 300-level Pluralism and Diversity (p&d)]

# Written and Oral Communication and Performance Rubric

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4: Student work demonstrates capacity to express ideas through writing and speech in clear, grammatical, varied, and appropriate ways.

# Written and Oral Communication and Performance

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## Introduced:

- Required Core:
  - ENG 111 and ENG 151 (RECR)
  - Mathematical and Quantitative Reasoning (RMQR)
  - Life and Physical Sciences (RLPR)]
- Flexible Core:
  - World Cultures and Global Issues (incl. 113-level Language) (FWGR)
  - U.S. Experience in its Diversity (FUSR)
  - Creative Expression (FCER)
  - Individual and Society (FISR)
  - Scientific World (FSWR)

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- College Option:
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  - 200- or 300-level Pluralism and Diversity (p&d)]

# Information and Technological Literacy Rubric

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4: Student work demonstrates research skills using appropriate technology to gather, evaluate, and synthesize data and express quantitative problems in effective, natural language.

# Information and Technological Literacy

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## Introduced:

- Required Core:
  - ENG 111 and ENG 151 (RECR)
  - Mathematical and Quantitative Reasoning (RMQR)
  - Life and Physical Sciences (RLPR)]
- Flexible Core:
  - World Cultures and Global Issues (incl. 113-level Language) (FWGR)
  - U.S. Experience in its Diversity (FUSR)
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# Knowledge of the Physical and Natural World Rubric

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4: Student work demonstrates knowledge gained through engagement with the experimental method of science of important real-world and global issues in the physical and natural world.

# Knowledge of the Physical and Natural World

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## Introduced:

- Required Core:
  - Mathematical and Quantitative Reasoning (RMQR)
  - Life and Physical Sciences (RLPR)]
- Flexible Core:
  - Scientific World (FSWR)
- College Option:
  - Science lab co-requisite with Life and Physical Sciences (RLPR)
  - Science lab co-requisite with Scientific World (FSWR)]

## Reinforced:

- NA



# Quantitative & Mathematical Reasoning Rubric

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4: Student work demonstrates ability to understand and create arguments supported by quantitative evidence and to engage in complex problem solving using mathematical reasoning.

# Quantitative & Mathematical Reasoning

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## Introduced:

- Required Core:
  - Mathematical and Quantitative Reasoning (RMQR)
  - Life and Physical Sciences (RLPR)]
- College Option:
  - Science lab co-requisite with Life and Physical Sciences (RLPR)
  - Science lab co-requisite with Scientific World (FSWR)]

## Reinforced:

- NA

# Ethical Judgment and Personal Development Rubric

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4: Student work demonstrates ability to assess varied ethical values and the individual and collective social contexts of local and global issues.

# Ethical Judgment and Personal Development

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## Introduced:

- Required Core:
  - ENG 111 and ENG 151 (RECR)
  - Life and Physical Sciences (RLPR)]
- Flexible Core:
  - World Cultures and Global Issues (incl. 113-level Language) (FWGR)
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  - 200- or 300-level Pluralism and Diversity (p&d)]

# Intercultural Knowledge Rubric

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4: Student work demonstrates knowledge of human cultures and their intercultural development over time and place.

# Intercultural Knowledge

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## Introduced:

- Flexible Core:
  - World Cultures and Global Issues (incl. 113-level Language) (FWGR)
  - U.S. Experience in its Diversity (FUSR)
  - Creative Expression (FCER)
  - Individual and Society (FISR)

## Reinforced:

- College Option:
  - 114-level language
  - 200-level Social Scientific Analysis (social science)
  - 200-level Textual, Aesthetic, and Linguistic Analysis (TALA)
  - 200-level Contemporary World (cont. wrld.)
  - 200- or 300-level Pluralism and Diversity (p&d)]

# Social Responsibility and Civic Engagement Rubric

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4: Student work demonstrates local and global civic knowledge and engagement in activities of personal and public concern.

# Social Responsibility and Civic Engagement

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## Introduced:

- Flexible Core:
  - World Cultures and Global Issues (incl. 113-level Language) (FWGR)
  - U.S. Experience in its Diversity (FUSR)
  - Creative Expression (FCER)
  - Individual and Society (FISR)
  - Scientific World (FSWR)
- College Option:
  - Science lab co-requisite with Life and Physical Sciences (RLPR)
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## Reinforced:

- College Option:
  - 114-level language
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# Rubric for Program-Level Assessment by GECAS

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Course-based assessments provide documentation that...

- 5 = 90-100% are 4&5 (highly effective)
- 4 = 80-90% are 4&5 (effective)
- 3 = 50-80% are 4&5 (deficient)
- 2 = 0-50% are 4&5 (ineffective)
- 1 = Course may not in current state address GE Goals (problematic)

# And then...

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Departments/Programs make recommendations for action

GECAS makes recommendations for action to GE Committee

GE Committee makes recommendations for action

Actions are taken (“closing the loop”)

# Fall 2021 Assessments (H&SS)

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√ = *completed by faculty and submitted to GECAS*

√ Intercultural Knowledge Course(s) To Be Assessed Fall 2021 (200-level Soc.Sci. & cont.wrld.):

- POL/ECO 251 - Internl Pol Economy (2 sections)

√ Critical and Creative Thinking Course(s) To Be Assessed Fall 2021 (200-level and above P&D):

- WGS 201 - Intro Women, Gndr & Sex Stud (1 section)
- WGS/ENL 348 - Women Novelists (1 section)

√ Social Responsibility and Civic Engagement Courses To Be Assessed Fall 2021 (200-level Soc.Sci.):

- PHL 236 - Life and Death: Bioethics (1 section)
- PHL 240 - Philosophy of Religion (1 section)

Ethical Judgement and Personal Development Course(s) To Be Assessed Fall 2021 (200-level TALA):

- ENH 213 - Introduction to Nonfiction (1 section)
- ENH 219 - Intro to Popular Literature (1 section)
- ENH 224 - Us.Lit:Multicult. (1 section)

# Fall 2021 Assessments (S&T)

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√ = *completed by faculty and submitted to GECAS*

√ Knowledge of the Physical and Natural World Course(s) To Be Assessed Fall 2021 (Flexible Core: Scientific World & Lab):

- CHM 240 - Analytical Chemistry (1 section)
- CHM 250 - Organic Chemistry I (1 section)

√ Quantitative and Mathematical Reasoning Course(s) To Be Assessed Fall 2021 (Required Core: Mathematical & Quantitative Reasoning):

- MTH 231 - Analytical Geometry/Calculus I (2 sections)

Written and Oral Communication and Performance Course(s) To Be Assessed Fall 2021 (College Option: Labs for Required Core: Life & Physical Sciences):

- PHY 120 – General Physics I (2 sections) (this course incorporates the lab)

Information and Technological Literacy Course(s) To Be Assessed Fall 2021 (Scientific World option for Macaulay Honors College):

- HON 223 – Science and Tech in NYC (2 sections)

# Next Steps:

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GECAS will review Fall 2021 materials and make report with recommendations to GE Committee

GECAS will provide ongoing support for Spring 2022 assessment efforts:

- Workshops with Spring 2022 assessment teams

# Spring 2022 Assessments (H&SS)

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Intercultural Knowledge Course(s) To Be Assessed  
Spring 2022 (200-level Soc.Sci. & cont.wrld.):

- HST 271 - Brit Hst/Post 1900 (1 section)
- HST 280 - History of Science (1 section)

Critical and Creative Thinking Course(s) To Be  
Assessed Spring 2022 (Required Core: US in Its  
Diversity and P&D/200-level TALA):

- AMS/LNG/LACL 215 - Intro to Latinx (1 section)
- AMS 241 - Popular Culture & Mass Society (1 section)
- WGS 201 - Intro Women, Gndr & Sex Stud (1 section)

Information and Technological Literacy Course(s) To Be  
Assessed Spring 2022 (Required Core: Creative  
Expression):

- MUS 108 - Introduction to Jazz History (2 sections)
- PHO 101 - Introduction to Photography (1 section)

Social Responsibility and Civic Engagement Courses To  
Be Assessed Spring 2022 (200-level or above Soc.Sci.):

- SOC 210 - Sociology of Health and Medicine (1 section)
- SOC 212 - Criminology (1 section)
- SOC 245 - Contemporary Social Issues (1 section)
- SOC 350 - Psy/Soc Disabl Aspcs (1 section) (also P&D)

# Spring 2022 Assessments (S&T)

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Ethical Judgement and Personal Development Course(s) To Be Assessed Winter 2022 (Required Core: Life & Physical Science/Scientific World/STEM variant):

- BIO 150 - Human Anatomy and Physiology I (2 sections in Winter 2022)

Quantitative and Mathematical Reasoning Course(s) To Be Assessed Spring 2022 (Sci Wrld./STEM Diversion courses used to fulfill College Option):

- CSC 126 - Introduction to Computer Science(SW)(STEM) (2 sections)

Written and Oral Communication and Performance Course(s) To Be Assessed Spring 2022 (Required Core: Life and Physical Sciences; Flexible Core: Scientific World; STEM):

- GEO 100 - Planet Earth (2 sections)
- GEO 102 - Earth Systems History (1 section)

Knowledge of the Physical and Natural World Course(s) To Be Assessed Spring 2022 (Flexible Core: Life & Physical Sciences):

- BIO 160 - Human Anat & Phys II (1 section, Winter Term)
- BIO 170 - General Biology I (1 section, Winter Term)