

General Education Program Assessment Plan

Per this plan, assessment of all courses in the general education program will happen over the course of a four-year cycle (Please see the timeline below). The plan is detailed below. The information for the pilot year is also included. The purpose of this assessment is to determine how well a course is meeting the learning outcome(s) for the knowledge domain and to provide feedback for continuous improvement.

- Each fall, the department chairs will be notified which courses in their department will be evaluated during that academic year.
- The faculty members (or appropriate/responsible party) will submit all requested materials for the course for evaluation. Due dates for each academic year will be communicated to the appropriate/responsible party (please see the plan below).
- Submission will include:
 - A completed coversheet for each course identifying the [Knowledge Domain Learning Outcome\(s\)](#) applicable to the course and relevant to this assessment.
 - A copy of the description of the course assignment/assessment that will be submitted as evidence to support students' learning as related to the selected Knowledge Domain Learning Outcome. Where appropriate based on course design, the reporting party may choose to submit evidence from more than one course assignment/assessment.
 - A sample of student artifacts (including, but not limited to score reports, written work, completed projects, videos, etc.). When multiple sections of a course are being offered, the sample of student artifacts should represent strengths and challenges in learning across course sections. Student artifacts should help the reviewer understand the included narrative.
 - A narrative addressing the following:
 - Assessment methods and how those measure the LO.
 - Please be sure to attach artifacts that support the evaluation of conclusions, identifying strengths or challenges, and other conclusions related to the LO. Include a sample of student artifacts that represent strengths and challenges in learning across course sections. Student artifacts should help the reviewer understand the included narrative.
 - Action steps, if needed, based on data linked to student learning and/or evaluation of the assessment methods
- After the semester ends, a group of full-time and part-time faculty volunteers who are actively teaching in one of the domains evaluate how well each assessment

(along with student samples) meets the learning outcome for the course knowledge domain. Assessors will hold a norming session before the evaluation process begins. Assessors will only evaluate within the knowledge domain in which they teach and will use the rubric for general education (based on the rubric for program assessment).

- Each course will be evaluated by a minimum of two assessors.
- Assessment feedback focused on continuous improvement will be shared with department chairs.
- Each general education course will be assessed once during a 4-year cycle.

2026-2027 (Pilot Year)

- The 2026-2027 academic year will function as the pilot for the assessment plan.
- Before the end of the spring 2026 semester, chairs in departments that have general education courses will receive a request for possible courses to be evaluated in the 2026-2027 academic year.
- The committee will select five courses from each knowledge domain from the list provided by the department chairs.
- Department chairs will be notified prior to the start of the fall 2026 semester which courses will be assessed. The General Education Coordinator will meet with impacted department chairs (and faculty) to discuss the assessment and submission requirements.
- Requested materials will be submitted to the committee by January 15, 2027. The selected courses will be evaluated by the faculty members who are assessing the courses with the rubrics and assessment. Feedback focused on continuous improvement will be shared with department chairs by April 15, 2027.
- During the spring 2027 semester, the general education committee will meet with department chairs and faculty to discuss the assessment and the feedback to determine what changes, if any, should be made to the assessment process in order to better evaluate how each course meets the learning outcomes.

Four-Year Cycle

Year One (pilot year)

Courses selected for evaluation from each knowledge domain will submit materials after the fall semester for evaluation. Evaluators will provide feedback on each course that will be returned to the department chairs. During the spring 2027 semester, faculty and chairs will provide feedback on the process.

- Submit materials by January 15, 2027, for Fall 2026 data. The committee will provide feedback by April 15, 2027.

Year Two

Assessment of the Natural Science and Social and Behavior Sciences knowledge domains is conducted using the identified assignments. Results are submitted and reviewed, and feedback is provided.

- Submit materials by November 15, 2027, for data collected during the 2026-2027 academic year. The committee will provide feedback by April 15, 2028.

Year Three

Assessment of the Arts and Humanities knowledge domain is conducted. If appropriate, departments may report to the General Education committee on any changes made in response to feedback from the previous year.

- Submit materials November 15, 2028, for data collected during the 2027-2028 academic year. The committee will provide feedback by April 15, 2029.

Year Four

Assessment of the Core Competencies and Communication knowledge domains is conducted. Departments report on any changes made in response to feedback from the previous year.

- Submit materials November 15, 2029, for data collected during the 2027-2028 academic year. The committee will provide feedback by April 15, 2030.

Note: While the current timeline requires the University to begin with data collection, the General Education Committee recognizes that effective assessment practice is grounded in faculty involvement in planning. Accordingly, after the initial four-year cycle of data collection, the Committee will implement a planning phase that engages faculty teaching General Education courses in developing a structured, multi-year, assessment plan. This will include determining how and when specific learning outcomes are assessed (e.g., sequencing outcomes across years) as well as refining course-level assessment methods where appropriate.