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**ASSESSMENT PLAN**

**FOR**

**GENERAL EDUCATION CURRICULUM**

***Updated April 2022***

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**MISSION STATEMENT**

The General Education requirement is at the heart of the educational mission of The City College of New York (CCNY); CCNY faculty intend for students to graduate not only with essential reading, writing and quantitative skills, but with the excitement of academic discovery in a variety of disciplines, a strong foundation in critical reasoning and a firm grounding in ethics. The educational mission of The City College of New York is to provide a diverse student body with opportunities to achieve academically, creatively, and professionally in their chosen fields. In particular, it provides that

*“The City College of New York, the flagship college of The City University of New York, is a comprehensive teaching, research, creative, and service institution dedicated to access and excellence in undergraduate and graduate education. The College requires a demonstrated potential for admission and a high level of accomplishment for graduation and provides a diverse student community with opportunities to excel academically, creatively, and professionally in the liberal arts and sciences and in professional fields, such as engineering, education, architecture, and medical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research and creativity. As a public university with public purposes, it also contributes to the cultural, social, and economic life of New York, the nation, and the world.”*

General Education Mission Statement

“The College will graduate students who, in addition to demonstrating knowledge and skills in their chosen majors, are able to:

1. Demonstrate critical thinking and levels of oral and written communication that will serve them well during their university years and in their postgraduate, professional, and personal lives;

2. Demonstrate the skills necessary for quantitative reasoning and analysis, evaluation, and synthesis that will enable them to integrate new information and become lifelong learners;

3. Demonstrate an appreciation of arts, humanities, sciences, and social sciences, regardless of their fields of concentration, and an awareness of values, cultures, languages, religions, and histories other than their own.

4. Demonstrate the creativity, flexibility, and problem solving ability needed to succeed in the ever changing work and educational environment of the 21st century.”

**GENERAL EDUCATION GOALS**

Students at City College follow one of the two General Education curricula: (a) The General Education 07-12 curriculum or (b) Pathways. The 07-12 curriculum introduced in Fall 07 was succeeded with Pathways curriculum implemented across all CUNY institutions in Fall 13. The new curriculum, uniform throughout CUNY, has been developed to ensure easier transfer of students from one institution to another. Although Pathways and the 07-12 curricula differ on some minor points, they both focus on the same core skills, values, and knowledge and are aligned with the mission of the college. Core skills introduced and practiced through the General Education at City College are:

* written and communication skills
* critical thinking skills
* information literacy skills
* quantitative reasoning skills

In addition to acquiring/mastering the core skills, students explore different areas of knowledge:

Artistic/Creative expression, World Cultures and Global issues through study of history and literature, Scientific World, US Experience, and Individual and Society. Logical-Philosophical thinking, Foreign Language and Oral Communication are part of the College Option requirement for CLAS students; Professional Schools have College Option requirements tailored to their majors.

**GENERAL EDUCATION LEARNING OUTCOMES**

*CORE SKILLS*

**Writing and Communication Skills**

The student will be able to:

* formulate a clear, arguable thesis
* develop the thesis in an organized fashion, with clearly formed paragraphs that unfold systematically
* provide well selected evidence in support of the thesis and conclusion that takes into account opposing points of view
* use standard diction, grammar and mechanics of English

**Critical Thinking skills (adapted from AACU Critical Thinking VALUE rubric)**

The student will be able to:

* Clearly state issue/problem, to be considered, delivering all relevant information
* Formulate a clear and imaginative position on the issue under discussion taking into account different points of view
* Argue a point of view or conclusion through the analysis and/or synthesis of evidence derived from external sources
* Analyze own and others’ assumptions
* Develop logical conclusions based on evidence

**Information Literacy skills**

The student will be able to:

* demonstrate a clear understanding of information needs and ability to search efficiently
* effectively evaluate information sources
* articulate credibility of sources
* use information ethically

**Quantitative Reasoning skills (adopted from AACU Critical Thinking VALUE rubric)**

The student will be able to:

* explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
* convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
* attempt and successfully completes all appropriate calculations
* make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
* make and evaluate important assumptions in estimation, modeling, and data analysis
* express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)

**Pathways Flexible Core Categories / Learning Outcomes**

**Flexible Core**

**A. World Cultures and Global Issues**

*A Flexible Core course must meet the three learning outcomes.*

• Gather, interpret, and assess information from a variety of sources and points of view.

• Evaluate evidence and arguments critically or analytically.

• Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must meet at least three of the additional learning outcomes. A student will:*

• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

• Analyze the historical development of one or more non-U.S. societies.

• Analyze the significance of one or more major movements that have shaped the world's societies.

• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

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**B. U.S. Experience in its Diversity**

*A Flexible Core course must meet the three learning outcomes.*

• Gather, interpret, and assess information from a variety of sources and points of view.

• Evaluate evidence and arguments critically or analytically.

• Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must meet at least three of the additional learning outcomes. A student will:*

• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

• Explain and evaluate the role of the United States in international relations.

• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

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**C. Creative Expression**

*A Flexible Core course must meet the three learning outcomes.*

• Gather, interpret, and assess information from a variety of sources and points of view.

• Evaluate evidence and arguments critically or analytically.

• Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must meet at least three of the additional learning outcomes. A student will:*

• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.

• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

• Demonstrate knowledge of the skills involved in the creative process.

• Use appropriate technologies to conduct research and to communicate.

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**D. Individual and Society**

*A Flexible Core course must meet the three learning outcomes.*

• Gather, interpret, and assess information from a variety of sources and points of view.

• Evaluate evidence and arguments critically or analytically.

• Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must meet at least three of the additional learning outcomes. A student will:*

• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

• Examine how an individual's place in society affects experiences, values, or choices.

• Articulate and assess ethical views and their underlying premises.

• Articulate ethical uses of data and other information resources to respond to problems and questions.

• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

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**E. Scientific World**

*A Flexible Core course must meet the three learning outcomes.*

• Gather, interpret, and assess information from a variety of sources and points of view.

• Evaluate evidence and arguments critically or analytically.

• Produce well-reasoned written or oral arguments using evidence to support conclusions.

*A course in this area must meet at least three of the additional learning outcomes. A student will:*

• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.

• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

**Life and Physical Sciences**

A course in this area must meet all the learning outcomes in the right column. A student will:

• Identify and apply the fundamental concepts and methods of a life or physical science.

• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

**CURRICULUM**

The City College General Education Requirement:

For students following 2007-12 General Education Curriculum:

FIQWS (English Composition)

Math

Perspective Areas are:

* US Society
* Global History and Culture
* Self and Society
* Artistic
* Literary
* Logical/Philosophical
* Science (2) (One with an interactive component)

For students following Pathways General Education requirements:

Pathways Common Core

Required (Fixed) Core Areas are:

* English Composition (2 courses)
* Math and Quantitative Reasoning
* Life and Physical Sciences

Flexible Core Areas are:

* US Experience in its Diversity
* Wolds Cultures and Global issues (with focus on Literature or focus on History and Culture)
* Individual and Society
* Creative Expression
* Scientific World

College Option (CLAS):

* Logical-Philosophical
* Foreign Language
* Speech (BS and MBA majors only)

**CURRICULUM MAP**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **ARTISTIC / CREATIVE EXPRESSION\*** | | | **WORLD CULTURES ANS GLOBAL ISSUES / HISTORY AND CULTURE\*** | | | | | | | | | | | **WORLD CULTURES ANS GLOBAL ISSUES / LITERARATURE\*** | | | | | | **LOGICAL-PHIL\*** | | | **SCIENTIFIC\*** | | **LPS\*** | **INDIVIDUAL-SOCIETY\*** | | | **US EXPERIENCE\*** | | | |
| Outcome | FIQWS | MATH 150 | ART 100 | MUS 101 | THTR 131 | ANTH 101 | WCIV 101 | WCIV 102 | HIST 31310 E | HIST 341 | HIST 312 | HIST 31623 | HIST 31422 | ASIA 202 | ASIA 205 | ASIA 101 | WHUM 101 | WHUM 102 | THTR 211 | THTR 212 | THTR 213 | THTR 450.06 C | PHIL 102 | PHIL 201 | PHIL 305 | EAS 100 | ASTR 305 | BIO 100 | ECO 100 | ECO 103 | PSY 102 | USSO 101 | AMST 202 | HIST 332 | PSC 101 | |
| **A** | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  | X | X | X | X | X | |
| **B** | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  | X | X | X | X | X | |
| **C** | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  | X | X | X | X | X | |
| **D** |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X |  |  |  |  | |
| **E** |  |  | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **F** |  |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **G** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **H** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |  |  |  |  |  | |
| **I** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |  |  | |
| **J** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  | |
| **K** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | |

A Proficiency: WRITING

B Proficiency: CRITICAL THINKING

C Proficiency: INFORMATION LITERACY

D Proficiency: QUANTITATIVE SKILLS

E Artistic Perspective/Creative Expression: An Awareness of Artistic Issues from a Critical Perspective

F WCGI History and Culture: Familiarity with belief systems, history, social dynamics of a society outside of the Euro-American tradition

G WCGI Literature: An introduction to the methods and concerns of literary analysis, with close reading and attention to historical context

H Logical/Philosophical Perspective/CO: Experience with analytic and/or philosophical reasoning, to examine fundamental questions of ethics, justice and epistemology

I Scientific World and Life and Physical Sciences: Two courses, one with a hands-on, interactive component. Experience with the techniques and methodologies of science including experience gathering and interpreting data.

J Individual and Society: An awareness of ethical and societal justice as well as theories and methods in the study of individuals and society and issues

K US Experince: Knowledge of selected events and key topics in the development of US society, through various tools and analytic approach

\*Does not include all courses in the category

**METHODS OF ASSESSMENT**

**A. Overview of the Assessment Plan**

* It includes both direct and indirect methods of assessment.
* Assessment is conducted at multiple points in time.
* Faculty involvement in participating is key.
* Assessment includes evidence at the course, program and institutional levels.
* Assessment is systematic, ongoing and the evidence informs decisions about curriculum, pedagogy, assessment, and instructional resources.
* Assessment results are available to appropriate constituents including students.

**B. Conceptual Framework**

The Gen Ed Assessment Plan uses multiple measures at various points in time to assess student learning outcomes. Multiple measures include:

DIRECT FORMS OF ASSESSMENT

1. Embedded Assessment Approaches. Embedded approaches avoid disrupting the academic environment by collecting random samples of student that are then independently assessed by faculty.

i. *Rubrics are utilized to assess proficiencies demonstrated in student essays.* Some rubrics have been locally developed (writing and information literacy rubrics), others adopted/annotated from the AACU VALUE rubrics (critical thinking and quantitative reasoning). Random samples of student work (research papers or other projects) from select, high enrollment General Education courses are collected every semester and scored by a team or readers comprised of faculty teaching those courses. (This scoring process is not grading and does not affect or inform the student’s grade for the assignment.) The scores are reported either as (a) averages by individual rubric categories and include qualitative analysis of the skills assessed or as (b) percent of students who meet the benchmarks /expectations for learning outcomes. Student names are replaced by numbers; scores are assigned to the numbers but are not individually reported nor are students ever identified. The average scores are calculated for each rubric category and are accompanied by a commentary on the strengths and weaknesses in student learning. Specific recommendations for improvement are included in each report.

ii. *Numerical data obtained from exam scores or grading rubrics built in Blackboard* is utilized to assess both proficiencies and learning outcomes associated with specific flexible core categories. Scores from exams or Blackboard grading rubrics are aligned with/matched to appropriate learning outcomes and analysis of student performance is performed. This methods points to particular areas of strengths and weaknesses in student learning and is accompanied with the instructor’s commentary/qualitative analysis. Individual students are not identified; rather an image of the overall class performance is obtained. Specific recommendations for improvement are included in each report.

The purpose of the assessment is not to evaluate any specific course, instructor, or student but to assess how well the General Education program learning outcomes are being met by students. The results of the assessment are used to inform decisions about course content and structure, and about the program itself, as well as to refine the program learning objectives and outcomes. Assessment of student learning is done starting with FIQWS and continued on through other Gen Ed courses. The Flexible Core courses are designated as either Level I or Level II in order to provide an environment where the proficiencies are taught in a planned and progressive way. Benchmarks for student learning are specified for each level

2. Syllabi analysis

Syllabi of all General Education courses are collected every semester and periodically reviewed to ensure their adherence to the program goals. They are evaluated with respect to the presence/quality of the following information: general education program learning outcomes, alignment of assignments with the learning outcomes, ways to demonstrate learning/grade breakdown, types of writing assignments (for W courses), guidance included for the writing assignments, academic integrity statement, and practical course information. All General Education courses have undergone rigorous review/approval process by CCNY’s General Education committee and by CUNY’s faculty committee since 2013 to ensure their adherence to Pathways learning outcomes.

4. Midterm progress reports

The goal of the midterm progress reports and intervention project is (a) to effectively identify first year students who are not meeting minimum academic requirements and provide appropriate assistance to them and (b) to analyze summative data to identify key areas of weakness and develop effective intervention strategies for them. For effective data collection and analysis, “Midterm software” was developed by the City College IT department and successfully implemented in Fall 10 semester. The software was in use until and including Fall 21 semester. Select classes participated in the project: FIQWS and SEEK designated sections of General Education courses. Each student is evaluated for the following: class participation, written assignments and homework submission, performance on exams/quizzes, time management & attendance, need for tutoring, need for ESL support, need to improve attendance, need to meet with an advisor (for students in danger of failing), need to attend a workshop on college skills, and grade to date. The following interventions are provided: tutoring, ESL support, and advising. The analysis of the midterm forms and interventions has been used to improve services and information dissemination to the students, including modifications of the new student orientation, new student seminars, additional tutoring and workshops offerings. With the CUNY’s implementation of EAB Navigate, a student management platform, the homegrown software was retired. The new platform will send alerts directly to advisors and the tutoring center.

INDIRECT FORMS OF ASSESSMENT

City College currently administers several instruments that are used in helping to assess the General Education program.

1. Faculty surveys

Faculty surveys are conducted in FIQWS to assess the effectiveness of the FIQWS program in student learning and transition to college life. In addition to being the initial course that introduces writing, critical thinking and information literacy skills, FIQWS also functions as a learning community, first-year experience, and college-readiness skills course. Faculty opinions about the course effectiveness in each of these areas are analyzed and used for further improvements of the program. Additionally, online surveys for Faculty teaching Flexible Core courses are utilized to examine faculty activities in and opinions about General Education program. Finally, FIQWS and Flexible core courses have utilized WAC surveys to inform the program of the effectiveness of writing pedagogy. Data from these surveys was used for improvements in course design, in particularly in relation to faculty resources, faculty development, co-teacher collaboration, and midterm reviews.

2. Student surveys

End of semester Course and Teacher surveys are used to assess the effectiveness of individual sections and instructors. In addition to evaluating the instructor’s performance, students reflect on their achievement of learning outcomes in the specific course. Additional surveys have been conducted in FIQWS to assess students’ opinions about the effectiveness of the FIQWS program in relation to learning, community-building and development of college-readiness skills.

3. Student focus groups

Focus groups of 10-15 students are convened periodically to investigate student perceptions about the general education curriculum. The investigation will focus on course and curriculum quality, students’ understanding of program’s goals, and course availability.

Table 1: Association of Assessment Measures to Program Outcomes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Outcomes** | FIQWS/ENGL 110/ ENGL 210 Research  Paper | Flexible Core Courses Writing Assignments | CLA (discontinued) | Final Exam/Assignments in Math courses | Flexible Core and LPS assignments / Exams | Syllabi Analysis | C&T Survey Aggregate Scores and distributions | Faculty Surveys | Student surveys/Focus groups | Midterm Progress Reports |
| 1. Demonstrate Proficiency in WRITING / Provides opportunities for developing writing proficiency | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| 1. Demonstrate Proficiency in CRITICAL THINKING / Provides opportunities for developing critical thinking proficiency | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Demonstrate Proficiency in INFORMATION LITERACY / Provides opportunities for developing information literacy proficiency | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 1. Demonstrate Proficiency in QUANTITATIVE REASONING SKILLS / Provides opportunities for developing quantitative reasoning proficiency | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| Creative Expression Outcome (s) aligned with Program Outcomes | 0/1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| Global History and Culture (WCGI History)Outcome (s) aligned with Program Outcomes | 0/1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| WCGI Literary Outcome (s) aligned with Program Outcomes | 0/1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| Logical-Philosophical/CO Outcome (s) aligned with Program Outcomes | 0/1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| Scientific World and Life and Physical sciences Outcome (s) aligned with Program Outcomes | 0/1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| Individual and Society Outcome (s) aligned with Program Outcomes | 0/1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| US Experience Outcome (s) aligned with Program Outcomes | 0/1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |

**0 = Measure is not used to measure the associated outcome.**

**1 = Measure is used to measure the associated outcome.**

Assessment Analysis for Improvement of the General Education Requirement

The assessment teams meet with Gen Ed Director to discuss findings and propose recommendations for improvement. A final assessment report for a course is prepared and submitted to the Gen Ed Committee for review and approval of recommendations. In the case of FIQWS, the information is forwarded to all instructors taught during the semester of assessment and to all instructors scheduled to teach in the upcoming semesters during the FIQWS orientation meeting. In other Gen Ed courses, the findings and recommendations of the assessment team are forwarded to the Departmental Chair and/or course coordinator. The effectiveness of the implementation of suggested changes varies by the department.

Examples of changes based on assessment include:

* Changes in course content
* Changes in course delivery / pedagogy
* Addition/deletion of courses
* Changes in pre- and co-requisites
* Changes in degree requirements
* Changes in emphasis for new or vacant faculty positions
* Develop / implement guidelines for adjuncts, teaching assistants and other contingent faculty
* Develop Handbooks for faculty
* Facilitate curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
* Justification of past curriculum changes and to show program improvement resulting from those changes
* Changes in advising processes
* Development of academic services for students
* Changes to student academic facilities such as computer labs, science labs, and study areas
* Development of program-based websites to provide students with academic and program information
* Further refine the assessment methods or implement new assessment methods
* Changes in instructional emphasis for current faculty
* Changes in course scheduling
* Changes in faculty/staff assignments

Modification of the Assessment Plan

The Gen Ed Assessment coordinators will review the assessment process periodically and will make modifications based on need.