Senate Policy 25-01 Policy on General Education Assessment

Motion: To approve the Policy on General Education Assessment

Passed at the September 30, 2025 meeting of the Academic Senate

Approvals:

Christina Smith (Oct 23, 2025 11:07:40 PDT) 10/23/2025

Christina Smith, PhD
Chair, Academic Senate

Date

12/01/2025

Sue Andrzejewski, PhD
Interim President

Date

Division of Academic Affairs **Policy Number:** 25-01
Approved By: Academic Senate **Effective Date:** Spring 2026
September 30, 2025 **Page** 1 of 7

Policy on General Education Assessment

PURPOSE:
This policy provides guidance and procedure for periodic assessment and review of CSUCI's General Education program. It outlines procedures for assessing courses designated as GE against the GE Learning Outcomes, provides a cycle by which to review assessment data from GE courses by area, and outlines the role of the GE committee in overseeing this work. Creation of the GE Assessment Plan and timeline will bring CSUCI into compliance with the CSU General Education policy (PolicyStat ID 13059034) requiring that campuses "develop an assessment plan that: 1. Aligns the GE curriculum with campus GE outcomes; 2. Specifies explicit criteria for assessing the stated outcomes; 3. Identifies when and how each outcome shall be assessed; 4. Organizes and analyzes the collection of evidence; and 5. Uses the assessment results to make improvements to the GE program, courses and pedagogy."

BACKGROUND:
General Education is more than a collection of courses; it is an academic program. Like all academic programs, GE needs to be periodically reviewed to ensure that it is current, meeting its goals, efficient, and contributing to rigorous student learning. Updates to the CSU General Education requirements in AY 2023-2024 led to the creation of a GE Taskforce to update CSUCI's GE policies, update GE Learning Outcomes and align them with WSCUC Core Competencies, clearly define the requirements for courses to be included in the GE catalog, review the current GE course offerings, and create a plan for GE assessment. Concurrently, the most recent 2024 WSCUC reaffirmation visit and committee report identified GE program assessment as an area for development, outlining the need to "Accelerate development and implementation of an integrated general education program assessment process." For the 2025 catalog, GE courses have been recertified as being in alignment with GE Student Learning Outcomes for the areas in the Policy on General Education Program and Learning Outcomes. GE course assessment is explicitly included in the CSU General Education Policy (PolicyStat ID 13059034) and the CSUCI Policy on GE Course Requirements.

POLICY:
Accountability:
All academic programs that have courses designated as fulfilling GE requirements in their catalog must participate in regular assessment of their GE designated courses as outlined in this policy. Instructors of GE designated courses, Chairs of academic programs with GE designated courses, and Deans all have roles in GE assessment outlined below in the policy text. The GE Committee Chair,

Policy on General Education Assessment

GE Committee, Faculty Director of Assessment and Program Review, and the AVP of Academic Programs and Continuous Improvement will all be involved in overseeing the process of GE assessment. The GE Committee will make all GE curricular decisions and ultimately determine which courses are designated GE.

Applicability:
This policy applies to all academic programs that have courses designated as fulfilling GE requirements in their catalog. It outlines the responsibilities of faculty, departments, administrative staff, and oversight bodies in the GE program review process.

Definition(s):
General Education: General Education requirements are designed to assure that all graduates of the University, whatever their major, have acquired essential skills, experiences, and a broad range of knowledge appropriate to educated people within a society. Students who complete the General Education program examine the modern world and issues facing societies from multiple perspectives and translate knowledge into judgment and action in the form of civic engagement.

Program review: Western Association of Schools and Colleges Senior College and University Commission (WSCUC) defines periodic program review as, "a systematic process of examining the capacity, processes, and outcomes of a degree program or department in order to judge its quality or effectiveness and to support improvement."

Program Learning Outcomes (PLOs) contain the specific discipline's knowledge, skills, and dispositions students are expected to know as program graduates. A program's PLOs are consistent with the mission of the university, the program's goals and values, and the standards of the discipline/area.

GE Program Learning Outcomes: describe the broad, measurable knowledge, skills, and competencies that students are expected to achieve through their participation in a general education curriculum. These outcomes reflect the institution's commitment to fostering critical thinking, effective communication, quantitative and scientific reasoning, understanding for historic and contemporary social, cultural, political, and economic institutions and their impact on human behavior, cultural awareness, development as an engaged citizen, and lifelong learning. Designed to support both personal and professional growth, these learning outcomes ensure that students develop

the foundational abilities necessary for academic success, and adaptability in a diverse and ever-changing global society.

Student Learning Outcomes (SLOs) clearly convey the specific and measurable behaviors students must demonstrate in order to achieve the program's outcomes. SLOs also determine the type of assessments to be used to assess if the desired level of learning has been achieved.

Direct Assessment data: Direct assessment of student learning experience is based on activities and assignments directly produced by the student over the course of the learning experience. These activities and assignments will reflect the approaches of the discipline. Examples include but are not limited to course-embedded work, pre/post testing, licensure examinations, performances and exhibitions, and portfolios of student work. For GE Assessment purposes, assessment data may include course syllabi and SLO assessments done by the GE instructor teaching the course. Instructors may choose to use Canvas Outcomes rubrics or other tools and strategies for assessing student work aligning with the GE SLOs in a course

Continuous Improvement: An ongoing, evidence-based, and participatory process through which an institution systematically reflects on its effectiveness in fulfilling its mission, achieving educational and student success objectives, and advancing its commitment to diversity, equity, and inclusion. By critically assessing its progress and envisioning its future within the evolving landscape of higher education, the institution ensures that these insights inform both strategic planning and systematic evaluations of educational effectiveness, fostering sustained growth and excellence.

Policy Text:

<u>GE Guiding Principles:</u>

The assessment of General Education at CSUCI will progress under the following guiding principles:

- The primary goal of GE assessment is to enhance and improve undergraduate student learning experiences in GE.
- The GE program, its learning outcomes and courses reflect the vision, mission, and Institutional Learning Outcomes of CSUCI, including the mission pillars of community engagement, integrative studies, international perspectives, and multicultural approaches.

Policy on General Education Assessment

- Courses designated as GE are required to include SLOs that align with GE Student Learning Outcomes and map onto GE Program Learning Outcomes.
- GE assessment ensures that all sections of GE designated courses maintain active engagement with GE learning outcomes.
- GE assessment requires faculty engagement, as it is a faculty-driven process with assessment work and decisions governed by faculty and faculty committees.
- GE assessment practices assure the anonymity of faculty participants and protect the confidentiality of student work.
- GE assessment data are collected, analyzed, and reported at the university level.
- GE assessment is distinct from the GE course review and recertification process; however, a GE course not participating in regular GE assessment may be subject to review and can have its GE designation removed.

GE Course Assessment Requirements:

Direct assessment data must be collected for all sections of all courses with GE designation and uploaded to the repository managed by the Faculty Director for Assessment and Program Review (FDAPR) and the AVP for Academic Programs and Continuous Improvement (APCI) to be used and archived for GE program assessment.

By the end of the second week of instruction, instructors of GE courses must upload all of their GE course syllabi to the repository. These syllabi will be stored and used for GE assessment purposes only, in accordance with the Syllabus Policy (SP 24-07). Academic Program Chairs with GE courses are responsible for notifying all of their GE instructors of this requirement and Deans are responsible for ensuring that all GE course syllabi for courses in their program are uploaded to the repository on time. In accordance with EO 1100 (PolicyStat ID13059034), failure to upload GE course syllabi may result in the loss of the GE designation for the course. Syllabi for GE courses are required to clearly identify the GE area the course satisfies and include the GE SLOs that the course fulfills. All syllabi must align with the approved GE course proposal.

All other assessment data needs to be uploaded to the repository by the last day of the semester when grades are due. Data collected in Canvas Outcomes does not need to be uploaded separately, but needs to be made accessible to the Director of Assessment and Program Review and the AVP for Academic Programs.

Division of Academic Affairs **Policy Number:** 25-01
Approved By: Academic Senate **Effective Date:** Spring 2026
September 30, 2025 **Page** 5 of 7

Policy on General Education Assessment

GE Program Learning Outcomes: see SP 24-04 revised: Policy on General Education Program and Learning Outcomes
Students will be able to:

1. Identify clear, logical, and creative arguments, and find and critically examine information.
2. Understand and apply mathematical concepts and use quantitative reasoning.
3. Cultivate intellect, imagination, sensibility and sensitivity through the study of philosophy, literature, languages, and the arts.
4. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction.
5. Understand the physical universe and its life forms, scientific methodology and concepts.
6. Understand the historic and continued impact of race and comprehend the histories of settler colonialism, racism, white supremacy, and ethnocentrism in the United States; identify and describe the intellectual and cultural contributions made by Native Americans, African Americans, Asian Americans, and Chicanxs/Latinxs in the United States; determine ways to operate as a responsible, informed, and constructive citizen in an evolving intersectional society.
7. Evaluate issues and integrate ideas from multiple perspectives, including cultural, national and international, and disciplinary perspectives, and identify actions consistent with their own civic responsibility.

Each GE Program Learning Outcome maps onto a GE Area and has specific Student Learning Outcomes to be adopted by or aligned with courses and aid in assessment.

GE Assessment Cycles

Data from GE courses will be assessed by GE area on the following 5-year cycle.

Year 1	Year 2	Year 3	Year 4	Year 5

Policy on General Education Assessment

Subject Area 1: English Communication (includes 1A English Composition, 1B Critical Thinking and Composition, and 1C Oral Communication)	Subject Area 2; Mathematical Concepts and Quantitative Reasoning Subject Area 7: Mission Pillars	Subject Area 3: Arts & Humanities, and Subject Area 4: Social and Behavioral Sciences	Subject Area 5: Physical and Biological Sciences (including 5A Physical Science, 5B Biological Science, and 5C Laboratory)	Subject Area 6: Ethnic Studies

Data for GE Courses will be collected annually so that the review will assess several years worth of course data for each area under review.

GE Self-Study and External Review

In accordance with EO 1100 (PolicyStat ID13059034), the GE Program will be subject to Program Review, including an External Review on the 5-year program review cycle and in adherence with the Program Review Policy (SP 24-11).

GE Assessment Oversight

The GE Committee will coordinate GE assessment work.

The committee's scope of work will include the analyses and dissemination of GE related data located in the repository. The committee may request additional information for assessment from GE instructors, chairs, and deans if needed. In collaboration with the AVP APCI, and the FDAPR, the GE Committee will assist programs in the course-level assessment process, e.g., developing and refining key assignments or helping to identify appropriate assessment tools. The Academic Programs Office will manage and maintain all GE assessment data. GE assessment will be used to directly inform continuous improvement of the GE program. The committee will also create and approve procedures and guidelines related to GE assessment, recommend updates and improvements

to GE assessment process, procedures, policies, and regulations for recommendation to the Academic Senate for approval.

The approval of the GE curriculum, GE learning outcomes, and GE courses will remain within the GE Committee.

EXHIBIT(S):
<text>