

**Central Washington University General Education Program Assessment Plan  
Academic Year 2021-22**

**Part 1: Course Level: Class Section Scheduling Details**

Assessment Question	Source	Evidence to be Collected	How Evidence Collected Demonstrates Outcome	Methods of Assessment	Methods of Collection	Methods of Analysis	Resources Needed & timeline
P1.1. How many class sections were offered in each component area?	Administration	Class sections	Number of classes by GE component area element and college.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance  Quarterly
P1.2. Where were classes offered by campus location?	Administration	Campus location	Number of classes by GE component area element and college.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance Quarterly
P1.3. How were classes offered by modality?	Administration	Class modality: in person, online asynchronous, online synchronous, hybrid, distance Education	Number of classes by GE component area element and college.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance  Quarterly
P1.4. What classes were offered through College in the High School?	Administration	Class sections taught by "High School Partners"	Number of classes by GE component area element.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance  Quarterly
P1.5. What days/times did the classes meet?	Administration	Schedule (days/times)	Number of classes by GE component area element and college.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance Quarterly
P1.6. How many students were enrolled?	Administration	Credits, schedule (days/times), class size, and student-to-faculty ratio.	Number of classes by GE component area element and college.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance  Quarterly
P1.7. How many students did not earn a letter grade?	Administration	Enrollment & completion numbers Particular attention to No Show & Withdrawal	Percentage of students' successful completion of GE classes.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance  Quarterly
P1.8. Are enrollment capacity limits being honored?	Administration	Enrollment numbers for: 184, QR, AWI & CE	184: 20 QR: 35 AWI: 25 CE: 20 (non-major)	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/ assistance  Quarterly

**Part 1: Course Level: Instructor – Class & GEC Re-review**

Assessment Question	Source	Evidence to be Collected	How Evidence Collected Demonstrates Outcome	Methods of Assessment	Methods of Collection	Methods of Analysis	Resources Needed & timeline
P1.9. Who were the instructors by position title?	Administration	List of instructors by position title.	Groupings per assessment year, GE component area, and position title	Frequency Table and/or Histogram	Database Query & CWU email for each instructor	Statistical Analysis	Query initiation/ assistance  Quarterly
P1.10. How were the GE component area learner outcomes aligned with course learner outcomes and activities?	Class Instructors and GEC members	-Completed GE Assessment Instructor Feedback form -Syllabus -Artifact (optional)	Alignment of course learner outcomes and activities with GE learner outcomes.	Holistic Rubric	Instructor Response in Canvas	Content Analysis	Instructor Time
P1.11. How well did the GE component area learner outcomes appear to be addressed in classes?	General Education Committee	-Completed GE Assessment Instructor Feedback form -Syllabus -Artifact (optional)	-GEC Syllabus Review -Present, aligned & integrated -Present & aligned -Partially present -Absent	Holistic Rubric  Ready to use (review in Gen Ed Canvas course)	General Education Instructor Feedback Form: GE Assessment Summary	Statistical Analysis	GEC Review Time  Annually as Needed per Assessment Cycle

**Part 2: Student Level**

Assessment Question	Source	Evidence to be Collected	How Evidence Demonstrates Outcome	Methods of Assessment	Methods of Collection	Methods of Analysis	Resources Needed & timeline
P2.13. Did individual students demonstrate attainment of each General Education learner outcome?	Class Instructor	Student performance Rubric (completed in Canvas)	Performance Rating	Holistic Rubric  Created an in use	Instructor Response in Canvas	Statistical Analysis	Access to rubrics in Canvas.  End of each quarter
P2.14. How many students met or exceeded the criteria for each component area learner outcome?	General Education Committee	Student performance rubrics (completed in Canvas)	Performance Rating per GE component area element and per learner outcome	Frequency Table and/or Histogram	Instructor Response in Canvas	Statistical Analysis	Instructor Time  End of each quarter
P2.15. How do GE students perceive their GE experience?	Students	Student Survey Results	Student Response	Survey  Consider Culminating Experience related to higher education core competencies (see program level)	Student Submission	Statistical & Sentiment Analysis	Survey design & dissemination  Annually  (assess in years: 1,3,&5?)
P2.16. What do students think about the GE program?	Students	Transcript from focus group session(s)	Student Response	Focus Group	Student attendance & participation	Sentiment Analysis	Focus group facilitation and data preparation (assess in years: 2,4,&6?)

**Part 3: Program Level: Framework**

Assessment Question	Source	Evidence to be Collected	How Evidence Collected Demonstrates Outcome	Methods of Assessment	Methods of Collection	Methods of Analysis	Resources Needed & timeline
P3.18. How can GE assessment benefit departments?	Department Chairs	Response to GE question.	Anecdotally	Interview	Extraction from interview notes.	SWOT Analysis	Interview time.
P3.19. Where are the General Education program goals being addressed through learner outcomes?	University Assessment Liaison	Alignment	Presence/absence	Review of GE goals and component area learner outcomes.	Alignment Table	Content Analysis	Time for completion by GE assessment representative.
P3.20. How are the General Education program goals being promoted through courses?	General Education Committee Chair	Alignment	Presence/absence	Review of GE goals by component area learner outcomes and	Alignment Table	Content Analysis	Time for completion by GEC Chair

				course learner outcomes.			
<b>P3.21. What does faculty value in the assessment of GE?</b>	General Education Committee Chair	Feedback from faculty forums and survey.	Identifying strengths, weaknesses, opportunities, and threats.	Formative Assessment	Compiled SWOT Analysis	Thematic Analysis	Completed Fall 2021
<b>Part 3: Program Level: Approaches to Learning &amp; Higher Education Core Competencies</b>							
<b>Assessment Question</b>	<b>Source</b>	<b>Evidence to be Collected</b>	<b>How Evidence Collected Demonstrates Outcome</b>	<b>Methods of Assessment</b>	<b>Methods of Collection</b>	<b>Methods of Analysis</b>	<b>Resources Needed &amp; timeline</b>
<b>P3.22. How is the General Education program promoting Liberal Arts?</b>	General Education Committee Chair	Definition of Liberal Arts & GE Framework	Opportunity to engage in a breadth of liberal arts courses	Alignment with definition.	Alignment Table	Content analysis of courses meeting liberal arts definition and statistical analysis of student opportunity.	Time for completion by GEC Chair
<b>P3.23. How does the GE program promote liberal education?</b>	General Education Committee Chair	Definition and identification of elements of a Liberal Education	Opportunity to engage in a breadth of liberal arts courses	Alignment with definition and individual elements as identified.	Alignment Table	Content analysis of courses meeting elements of liberal education expectations and statistical analysis of student opportunity.	Time for completion by GEC Chair
<b>P3.24. How is the GE program aligned with AAC&amp;U Value Rubrics?</b>		Mapping of CWU GE Program Component Area Element Learner Outcomes with AAC&U Value Rubrics (16)	Alignment	Mapping review.	General Education Program Learning Outcomes and Competencies Map (NWCCU/AAC&U)	Content Analysis	Completed Winter 2020
<b>P3.25. What are the High Impact Practices incorporated by design within the General Education program?</b>	GE Instructors and GEC members.	Curricular Examples	Alignment of signature work criteria and curricular example provided.	Holistic Rubric	Questionnaire (survey)	Content Analysis	Response time for GE instructors and review time for GEC members.
<b>P3.26. How is the intent of High Impact Practices demonstrated?</b>	GE Instructors and GEC members.	Curricular Examples	Review of high impact practices within GE framework and curricular examples provided.	Holistic Rubric (needs to be created)	-Questionnaire (survey) -Instructor Feedback Form -Course Enrollment Information -Student feedback	Content Analysis	Response time for GE instructors, students, and review time for GEC members.
<b>P3.27. What High Impact Practices are identified in syllabi?</b>	GE Instructors and GEC members.	Curricular Examples	Alignment of signature work criteria and curricular example provided.	Holistic Rubric (needs to be created)	-Instructor Feedback Form -Course Syllabus	Content Analysis	Response time for GE instructors and review time for GEC members.
<b>P3.28. Where is Signature Work created within the General Education program?</b>	GE Instructors and GEC members.	Curricular Examples	Alignment of signature work criteria and curricular example provided.	Holistic Rubric	Questionnaire (survey)	Content Analysis	Response time for GE instructors and review time for GEC members.
<b>P3.29. How does GE address core competencies? (NWCCU Standard 1.C.6)</b>		CWU GE Program Component Area Learner Outcomes w/Northwest Commission on Colleges and Universities 2020 Standards	Alignment	Mapping	General Education Program Learning Outcomes and Competencies Map (NWCCU/AAC&U)	Content Analysis	Completed Winter 2020