

## COMPARISON OF GE ASSESSMENT PLANS

The General Education Long Term Assessment Plan for 2012-2026 supersedes the General Education Subcommittee Assessment Plan Policy for 2012 (12-13 CIC) 6. Here is a summary of some of the salient distinctions between the two plans.

### Former Plan

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Reporting of GE Assessment Results

To the Colleges by way of CIC and Academic Senate

To the Colleges by way of CAPR and Academic Senate. Results will also be shared with CIC via its GE, Overlay, and Code (GEOC) Subcommittee

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 decisions for programmatic improvements to GE

GE Subcommittee

GE Assessment Committee/CAPR works in collaboration with GE Subcommittee/CIC and departments/colleges

GE Learning Outcomes Assessed

Assessment focused on upper division GC6-56(C65to)856(C65

Timeframe

5 years

8 years



## GE Assessment Cycles

GE assessment will proceed in ongoing cycles, the key features of which include the following:

- Each assessment cycle will cover one to four GE areas;
- Each assessment cycle will span four years with
  - Year 1 focusing on developing/refining and aligning the assessment instrument;
  - Year 2 focusing on the collection of student work;
  - Year 3 focusing on the analysis of student work and the interpretation and sharing of results;
  - Year 4 focusing on the identification and implementation of any programmatic, curricular, or pedagogical changes as informed by the assessment results;
- Assessment cycles run concurrently, so that as one cycle moves into its second year, a new cycle begins. Thus, GE assessment activities will overlap, and the assessment of all GE areas will take several years (at least 8 years) to complete (Fig.1, Table 1).

The distinctions between the different assessment activities within a cycle are depicted (Fig.1). A common language will be used to describe similar assessment activities for both GE and ILO assessment (Table 1).

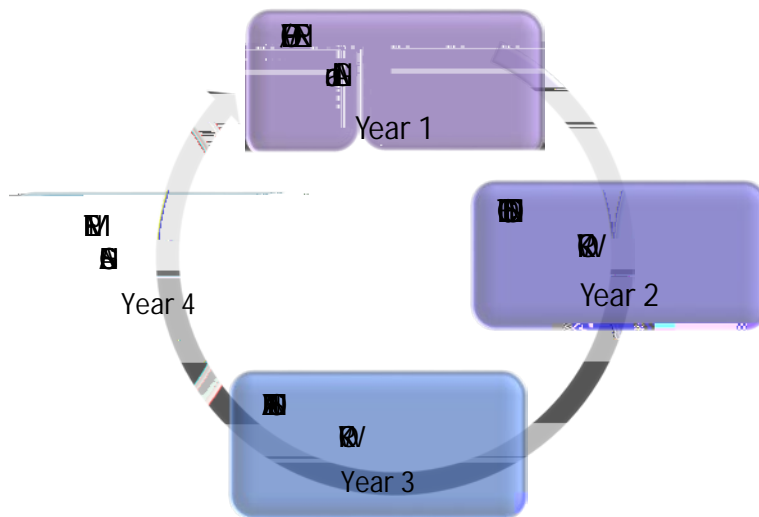


Figure 1. Assessment steps that will be implemented on a four-year cycle for any given GE area. Terms are defined in Table 1.



Figure 2. A pyramid model of the GE program illustrating the relationship between lower- and upper-division GE areas and the essential skills that form the foundation for the entire GE program.

Although assessment of core competencies at the foundational level is not required by WASC, robust and meaningful assessment of GE at key “checkpoints” (also known as guidepost assessment

## Oversight of GE Assessment

According to the Proposed Assessment Framework from CAPR ([17-18 CAPR 7](#)) and as documented in 17-18 CAPR 16, GE assessment will be performed by a GE Assessment Committee, a subcommittee of CAPR. The GE Assessment Committee will oversee the

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## Oversight of GE Course Review



GE-ILO-WASC Core Competency Alignment Matrix

	D		6	D
A1 Oral Communication	1 2 3 4 5	OC	1	Thinking and Reasoning
A2 Written Communication	1 2 3 4 5	WC	2	Communication
A3 Critical Thinking	1 2 3 4 5	CT	3	Diversity
B4 Quantitative Reasoning	1 2 3 4 5	QR	4	Collaboration
B1 Physical Science	2 3 4 5	QR, CT	5	Sustainability
B2 Life Science	2 3 4 5	QR, CT		
B3 Lab Science	2 3 4 5	WC, QR, CT	6	
C1 Arts	2 3 4 5	CT	7	