

## Comprehensive General Education SLO Assessment Plan Effective Fall 2025 - Spring 2028

### Guidelines

In this form, we ask that you document information about the assessment methodology you would like to use to measure student achievement of the required core SLOs for your general education course. We also ask that you describe the assignment (or other measures) and resulting student artifacts that serve as the basis of your assessment. Guiding questions are included in each section to provide further information about what we would like you to document.

You will need to fill out at least one form for each course. If you use a single student artifact to measure achievement of all required core SLOs, then you can submit all required information on one form. If you use distinct methodologies/ assignments for the SLOs in a course (e.g. one assignment for communication skills and critical thinking, but another one for teamwork), then you will need to submit separate forms for each. Please reach out to Mauricio or Jonikka if you have questions about your specific case. We want to make it as easy as possible for you to share what's needed, so we will work with you to find the most efficient way to submit your assessment plan information.

All core assessment plans need to be reviewed and approved by your department chair and your associate dean who handles assessment before being routed to Office of Student Success. Final approval at the institutional level is needed before assessment takes place. Any changes to assessment plans during the three-year assessment cycle should be re-submitted for approval.

Core Course:

### Student Learning Outcome Statement (Please choose as many as required)

**Critical Thinking:** Students will demonstrate comprehension of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.

**Communication Skills:** Student will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre convention, and sources appropriate to a specific discipline and/or communication task.

**Empirical & Quantitate Skills:** Students will be able to make and communicate informed conclusion and predictions based on the interpretation, manipulation, and analysis of empirical and quantitative data.

**Teamwork:** Student will collaborate effectively with others to solve problems and complete projects while demonstrating respect for a diversity of perspectives.

**Social Responsibility:** Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.

**Personal Responsibility:** Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.

## Assignment

### Course Assignment Type:

*Describe the type of assignment students are responding to (e.g. in-class essay exam question, student portfolio, group project, etc.) and explain how the resulting student work gives you direct evidence of student achievement of this outcome.*

### Nature of Assignments Across Sections:

*Are you using a common assignment across all sections? If not, what are the common criteria that faculty are following for this assignment to ensure that student work being assessed is of a similar type, difficulty level, etc.? Remember that the goal is to be able to make apples to apples comparisons about student performance on a given SLO across all sections of the course. Example: If we're assessing written communication and one faculty member asks students to write an in-class essay exam response, that's not comparable to another student who is asked to write a 5-7 page paper that's been revised after feedback from peers and the teacher.*

**Assessment can occur in either the fall or spring semester, but we encourage you to assess during the semester with highest enrollment.**

### Methodology

**Describe the methodology you will use to assess the student artifacts for this outcome, addressing the following questions in narrative form:**

**Rubric:** What changes, if any, will you make to the institutional rubric(s) for this SLO?

**Multiple Measures:** If you are using multiple measures to assess this outcome, please describe those here. What added value do these additional measures give your assessment?

**Assessment Process:** Describe your process for assessing student artifacts. Who will participate in the actual assessment of student work? How will you calibrate faculty (or others) on use of the rubrics? Will there be multiple raters? If so, how will you resolve conflicts in scores? If there won't be multiple raters, how else will you ensure reliability of your results?

**Email:**

**Telephone number(s):**

**Name of the Core Coordinator:**

**Additional Comments**

**Coordinator Signature:**

**Date:**

**Dept. Chair Signature:**

**Date:**

**Dean Signature:**

**Date:**

**Student Success**