

General Education Framework

The mission of the General Education curriculum at Carl Albert State College is to provide CASC graduates with a holistic education that serves as a foundation for higher education. The general education requirements impart the basic knowledge and abilities characteristic of a lifelong learner with emphasis on critical thinking, technological and information literacy, and effective communication. The curriculum accomplishes the mission by equipping graduates with the transferable skills required to continue their educational journey or enter an ever-changing workforce.

Goals:

- Introduce techniques to reach conclusions through critical thinking
- Provide practical application of technological and information literacy
- Provide instruction on effective communication

Graduates will be able to:

Think Critically

- Define a problem or question appropriate to context
- Gather info/data necessary to address problem/question
- Evaluate evidence/data for credibility and relevance
- Develop appropriate conclusion/solution

Demonstrate Technological & Information Literacy

- Utilize appropriate technological tools that facilitate learning
- Access relevant info/data from applicable methods
- Apply and evaluate technology as a resource to conduct research
- Use technology and information ethically and responsibly

Communicate Effectively

- Organize communication in applicable format
- Demonstrate content development
- Provide required support/evidence
- Express communication free of grammatical and mechanical error

General Education Outcome Assessment

Introduction

In the 2019 – 2020 academic year, general education outcome assessment experienced fundamental changes in perspective and method based on analysis of 2018-2019 assessment findings:

- The Faculty General Education Committee was created to provide leadership and improvement.
- A mission statement and curricular goals were defined. Institutional level student learning outcomes were revised to truly reflect the crucial skills that all graduates should possess at the end of their academic journey at CASC.
- Performance indicators were developed to define the achievement of the outcomes for all stakeholders and to serve as criteria to evaluate evidence of student learning.

During the 2020-2021 academic year, general education outcome assessment utilized course-embedded assignments as the direct measure of student learning. The Faculty General Education Assessment Committee launched a pilot project using the curriculum map of core general education courses as a tool to identify data collection points within the curriculum. The committee chose General Education Outcome (GEO) 2 – Demonstrate Technological & Information Literacy as the focus of assessment efforts. The committee created a shared outcome rubric to assess the student artifacts.

The pilot experience revealed that the core curriculum provides the initial and reinforcement stages of the outcomes' development, but the advanced level of learning takes place in the sophomore courses within the academic programs. Based upon the pilot experience and results shared during fall 2021 faculty in-service, the committee and general education faculty decided to assess GEO 3 – Communicate Effectively at the advanced level for the 2021-2022 by using a survey to gather writing samples from sophomore students and then evaluate the student artifacts with an outcome rubric. However, the survey method did not yield actionable data to improve student learning. Based upon the findings, the committee decided to pivot toward collecting summative evidence of student learning within the programs' curricula.

Current Assessment Method

For the 2022 – 2023 academic year, the following outcome will be assessed through the programs using course-embedded assessment:

Outcome: Communicate Effectively – Written Communication

Performance Indicators:

- Organize communication in applicable format
- Demonstrate content development
- Provide required support/evidence
- Express communication free of grammatical & mechanical error

Each academic program will be asked to submit student artifacts from a summative written assignment. A group of cross-discipline faculty will use a developmental outcome rubric to evaluate the student artifacts. This transition demonstrates that faculty are developing and investigating solid inquires about student learning at the institutional level, which is a notable milestone in the advancement of general education assessment.