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INSTITUTIONAL &  
GENERAL EDUCATION  
ASSESSMENT MANUAL

Revised 3/28/2022

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# INSTITUTIONAL AND GENERAL EDUCATION ASSESSMENT

## Overview

In 2020, in response to changing guidance from the State of New Jersey on degree requirements, Essex County College charged the General Education Subcommittee of the Academic Policies Advisory Committee (APAC) to conduct an examination of our institutional and general education learning goals, and revise them as necessary to ensure continued alignment with the institution’s mission and values in addition to compliance with State mandates. The resulting ECC Competencies and General Education Goals were approved by APAC on October 5th, 2021 and integrated into the Academic Master Plan which was approved by Cabinet on 6/22/2022.

Upon approval of the updated learning goals, the Office of Institutional Effectiveness, Planning, and Assessment (IEPA) collaborated with the Office of Academic Affairs and the General Education Subcommittee of APAC, to develop a comprehensive plan for the systematic assessment of these outcomes. The assessment plan, implemented in Spring of 2022, is designed as a four-year cycle that concurrently assesses both Institutional Competencies and General Education learning goals through four annual assessment themes. Each year, an assessment team is trained and guided through the assessment process by the Office of Institutional Effectiveness, Planning, and Assessment, Academic Affairs, and the General Education Subcommittee of APAC. An overview of the annual timeline can be found on page 17 of this document.

## ECC’s Institutional Learning Competencies and General Education Goals

Essex County College’s institutional learning outcomes consist of five ECC Competencies. The first four competencies are aligned with the General Education curriculum and are to be integrated into all general education courses to the greatest extent possible. These four competencies contain 15 institutional learning goals nested within. The fifth ECC competency is aligned with a student’s chosen major of study and is assessed via a separate process known as the Program Assessment process. The number of goals (or Program Learning Outcomes) nested within this fifth ECC Competency varies by program. Essex County College’s general education outcomes consist of eight General Education goals with 35 general education objectives nested within. The five ECC Competencies and 8 General Education Goals are outlined in Table 1 below:

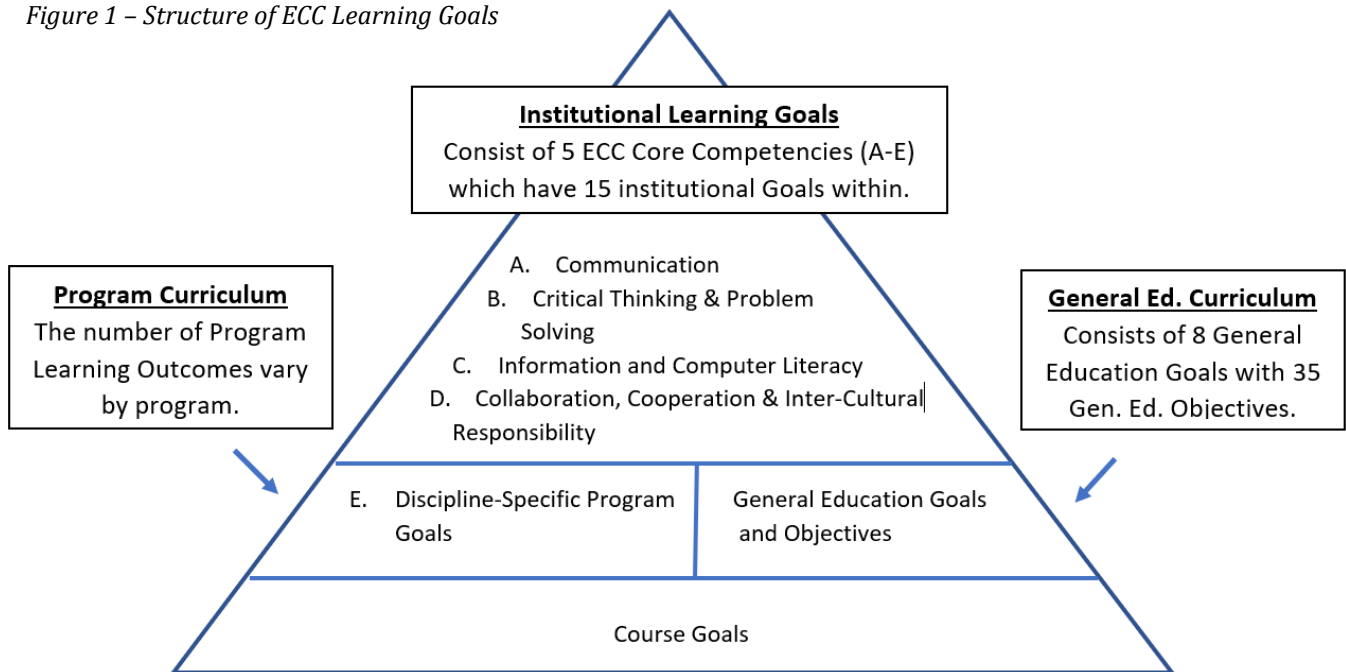
**Table 1: ECC Core Competencies and General Education Goals**

<p><b>ECC Core Competencies:</b></p> <p><i>The following core competencies should, to the greatest extent possible be embedded in all general education courses:</i></p> <ul style="list-style-type: none"> <li>A. Communication</li> <li>B. Critical and Ethical Thinking and Problem-Solving</li> <li>C. Information and Computer Literacy</li> <li>D. Collaboration, Cooperation, Intra-Cultural, and Inter-Cultural Responsibility</li> </ul> <p><u><i>Discipline-Specific Competency:</i></u></p> <ul style="list-style-type: none"> <li>E. Students will matriculate through a major curriculum and demonstrate achievement of that program’s learning outcomes upon completion of the program.</li> </ul>	<p><b>General Education Goals:</b></p> <p><i>Knowledge goals are associated with specific courses:</i></p> <ul style="list-style-type: none"> <li><b>Goal 1:</b> Written and Oral Communication; English</li> <li><b>Goal 2:</b> Quantitative Knowledge &amp; Skills; Mathematics</li> <li><b>Goal 3:</b> Scientific Knowledge &amp; Reasoning; Science</li> <li><b>Goal 4:</b> Technology or Information Literacy; Technology</li> <li><b>Goal 5:</b> Society &amp; Human Behavior; Social Science</li> <li><b>Goal 6:</b> Humanistic Perspectives; Humanities</li> <li><b>Goal 7:</b> Historical Perspective; History</li> <li><b>Goal 8:</b> Diversity and Global Perspective; Diversity</li> </ul>
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# INSTITUTIONAL AND GENERAL EDUCATION ASSESSMENT

The 5 ECC Competencies with its 15 goals, 8 General Education Goals with its 35 objectives, the program learning outcomes for each major of study, and the course learning outcomes embedded into ECC's course outlines work together to ensure students received a comprehensive education that is holistically designed to ensure the College "instills in students general and specialized knowledge, the ability to think critically, and a commitment to civic responsibility" as per ECC's Mission and Values statement. A graphic showing the structure of ECC's learning outcomes is shown in figure 1 below.

Figure 1 – Structure of ECC Learning Goals



## Four Annual Assessment Themes

The assessment of ECC Competencies and General Education Goals is accomplished by focusing on a distinct assessment theme each year, within a cycle that repeats every four years. The ECC Competencies and General Education goals have been organized into the following four themes:

- Forms of Expression
- Reflecting on our Past and Present
- STEM
- The Individual and Society

Table 2 below shows the timeline of when each theme will be assessed, who will lead the annual assessment team, and the ECC Competencies and General Education goals that comprise each assessment theme.

# INSTITUTIONAL AND GENERAL EDUCATION ASSESSMENT

**Table 2 - Overview of Annual Assessment Themes**

Assessment Theme	Years Assessed	Team Leader(s)	ECC Competency Assessed	Gen. Ed. Goals Assessed
<b>Forms of Expression</b>	AY 2020, AY 2024	Chair, Humanities and Bilingual Studies	<b>Competency A:</b> Communication	<b>Goal 1.</b> Written and Oral Communication; English <b>Goal 6.</b> Humanistic Perspectives; Humanities
<b>Reflecting on our Past and Present</b>	AY 2021, AY 2025	Chair, Humanities and Bilingual Studies Chair, Social Sciences	<b>Competency B:</b> Critical and Ethical Thinking and Problem Solving	<b>Goal 7.</b> Historical Perspectives; History
<b>STEM</b>	AY 2022, AY 2026	Chair, Biology, Chemistry, and Physics Division Chair, Mathematics, Engineering, Technology, and Computer Science	<b>Competency C:</b> Information and Computer Literacy	<b>Goal 2.</b> Quantitative Knowledge & Skills; Mathematics <b>Goal 3.</b> Scientific Knowledge & Reasoning; Science <b>Goal 4.</b> Technology or Information Literacy; Technology
<b>The Individual and Society</b>	AY 2023, AY 2027	Chair, Humanities and Bilingual Studies Chair, Social Sciences Chair, Business	<b>Competency D:</b> Collaboration, Cooperation, Intra- and Inter-Cultural Responsibility	<b>Goal 5.</b> Society & Human Behavior; Social Science <b>Goal 8.</b> Diversity and Global Perspective; Diversity

A more detailed overview including the institutional learning goals within each ECC Competency and the objectives within each General Education Goal are outlined in the following pages.

**Assessment Theme 1: Forms of Expression**

**Led by:** Chair, Humanities and Bilingual Studies

**Academic Years:** AY 2020, AY 2024

<b>ECC Competencies and Goals to be Assessed:</b>	<b>General Education Goals and Objectives to be Assessed:</b>
<p><b>Competency A: Communication</b> Students will communicate effectively in oral, written, nonverbal, and visual media.</p> <p>A1. Students will read, write, illustrate, and listen actively, critically, and reflectively, and respond logically, informatively, persuasively, and creatively.</p> <p>A2. Students will evaluate and revise their communication, writing, and speaking clearly and effectively in standard English with the use of inclusive language.</p> <p>A3. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in small group and public communication settings.</p>	<p><b>Goal 1. Written and Oral Communication; English</b> Students will communicate effectively in both speech and writing.</p> <p>1.1 Students will read, write, and listen actively, critically, and reflectively.</p> <p>1.2 Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.</p> <p>1.3 Students will evaluate and revise their written and/or oral communication.</p> <p>1.4 Students will write and speak clearly and effectively in formal standard English.</p> <p>1.5 Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small groups and public communication settings.</p> <p><b>Goal 6. Humanistic Perspectives; Humanities</b> Students will analyze scholarly works in art, music, or theater; literature, philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.</p> <p>6.1 Students will interact with texts as well as performance and visual media, demonstrating an awareness of significant themes and their contexts. They will analyze themes and contexts while articulating their connections, meanings, and values to self, society, and others.</p> <p>6.2 Students will draw upon visual, literary, and performing arts and/or the study of philosophical and religious systems of thought, and practice to expand understandings of cultural, historical, and intellectual imagination.</p> <p>6.3 Students will critically engage and use project-based learning to demonstrate awareness of and critically engage with a range of historical and contemporary performances, visual and literary works, and approaches commonly used to analyze them.</p> <p>6.4 Students will demonstrate communicative competence in a language other than English or their native language, and show appreciation of that added language's cultural and historical context.</p>

**Assessment Theme 2: Reflecting on our Past and Present**

**Led by:** Chair, Humanities and Bilingual Studies  
 Chair, Social Sciences

**Academic Years:** AY 2021, AY 2025

<b>ECC Competencies and Goals to be Assessed:</b>	<b>General Education Goals and Objectives to be Assessed:</b>
<p><b><i>Competency B: Critical and Ethical Thinking and Problem Solving</i></b></p> <p>Students will use critical thinking and problem-solving skills in analyzing information in an ethical manner.</p> <p>B1. Students will distinguish among opinions, facts, and inferences identifying and critiquing underlying and implicit assumptions.</p> <p>B2. Students will thoughtfully evaluate diverse perspectives and alternate points of view by asking informed questions and making informed judgments.</p> <p>B3. Students will solve problems by applying discipline-appropriate methods and standards.</p> <p>B4. Students will integrate their knowledge, take an ethical position on issues or situations, and defend their stance with logical arguments.</p>	<p><b><i>Goal 7. Historical Perspectives; History</i></b></p> <p>Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.</p> <p>7.1 Students will demonstrate the understanding(s) of the causes of major historical events and analyze the impacts of those events on a nation or civilization.</p> <p>7.2 Students will critically interpret primary and secondary historical documents and critically evaluate influences of perspective, time, and culture on the writers’ point of view.</p> <p>7.3 Students will explain the major ideas, movements, and technological discoveries, and their impact on Western, World, and/or American society.</p>

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## Assessment Theme 3: STEM

Led by: Chair, Biology, Chemistry, and Physics Division  
 Chair, Mathematics, Engineering, Technology, and Computer Science

Academic Years: AY 2022, AY 2026

ECC Competencies and Goals to be Assessed:	General Education Goals and Objectives to be Assessed:
<p><b>Competency C: Information and Computer Literacy</b></p> <p>Students will recognize when data and information is needed and have the skills to locate, evaluate, and effectively use information for college-level work.</p> <p>C1. Students will recognize the value of using information to strengthen arguments and articulate research project questions.</p> <p>C2. Students will identify resources and construct strategies for locating information and data to answer research project questions in their particular study fields, possibly using web search engines and data analysis tools.</p> <p>C3. Students will understand factors affecting the quality of data and information, and extract pertinent information needed for specific research questions and integrate it cohesively.</p> <p>C4. Students will respect the privacy, security, and ownership of data and information they use, including ethical considerations focusing on avoiding plagiarism.</p> <p>C5. Students will demonstrate media literacy by accessing, analyzing, and evaluating messages in various media modes, genres, and forms with an appreciation of the impacts of technologies on societies.</p>	<p><b>Goal 2. Quantitative Knowledge &amp; Skills; Mathematics</b></p> <p>Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.</p> <p>2.1 Students will develop graphical, numerical, analytical, and verbal models to describe quantitative relationships that exist in the world and communicate these concepts effectively.</p> <p>2.2 Students will investigate and interpret these models using mathematical skills, tools, and reasoning appropriate to each type of model.</p> <p>2.3 Students will draw logical conclusions by applying various mathematical problem-solving strategies.</p> <p>2.4 Students will demonstrate an understanding that mathematics is a precise language used to solve complex problems in many disciplines.</p> <p><b>Goal 3. Scientific Knowledge &amp; Reasoning; Science</b></p> <p>Students will use the scientific method of inquiry through an acquisition of scientific knowledge.</p> <p>3.1 Students will apply the scientific method of inquiry to solve problems utilizing critical thinking techniques to reason, listen, follow directions, make observations, and draw conclusions based on testable and verifiable evidence(s).</p> <p>3.2 Students will use scientific theories and knowledge to understand the Natural Sciences and assess the impact of scientific theories, discoveries, and technological changes on society.</p> <p>3.3 Students will integrate scientific principles and scientific discoveries, and critically investigate impacts of science and scientific discovery using various laboratory tools and procedures.</p> <p><b>Goal 4. Technology or Information Literacy; Technology</b></p> <p>Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.</p> <p>4.1 Students will demonstrate proficiency with electronic communications as appropriate to academic and professional use.</p> <p>4.2 Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems.</p>

Continued...



## INSTITUTIONAL AND GENERAL EDUCATION ASSESSMENT

*Continued...*

	<p>4.3 Students will demonstrate proficiency in the proper use of interfaces, files, essential productivity software, web browsers, and search engines.</p> <p>4.4 Students will describe accurately and analyze the impacts computer technology has on modern society.</p> <p>4.5 Students will explain social and ethical issues surrounding a particular technology or group of technologies, and articulate their opinions about such issues using written and oral communication.</p> <p>4.6 Students will gather information using various resources, search tools, and strategies, evaluate and analyze that information, and then select information and use it to answer research questions.</p> <p>4.7 Students will respect the privacy, security, and ownership of information they locate and use, recognizing and honoring ethical considerations relevant to data and information use with particular focus on eliminating plagiarism.</p> <p>4.8 Students will demonstrate competencies in utilizing computing devices and software skills utilizing programming languages to take advantage of education, information, and cultural opportunities in digital societies.</p>
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**Assessment Theme 4: The Individual and Society**

**Led by:** Chair, Humanities and Bilingual Studies  
 Chair, Social Sciences  
 Chair, Business

**Academic Years:** AY 2023, AY 2027

<b>ECC Competencies and Goals to be Assessed:</b>	<b>General Education Goals and Objectives to be Assessed:</b>
<p><b><i>Competency D: Collaboration, Cooperation, Intra- and Inter-Cultural Responsibility</i></b></p> <p>Students will demonstrate interpersonal skills required for effective performance and understand the privileges and responsibilities of being a citizen in diverse and pluralistic societies, both locally and globally.</p> <p>D1. Students will demonstrate communication skills that promote effective functioning and interpersonal relations with individuals and groups, including effective cross-cultural communication.</p> <p>D2. Students will employ strategies, like brainstorming, role playing and consensus building, which promote productive and supportive interpersonal interaction in individual and group settings.</p> <p>D3. Students will demonstrate understanding of the behaviors and beliefs of different social groups within pluralistic societies, including those based on culture, ethnicity, race, religion, creed, disability, marital status, national origin or ancestry, age, gender, socio-economic status, and sexual orientations.</p>	<p><b><i>Goal 5. Society &amp; Human Behavior; Social Science</i></b></p> <p>Students will use social science theories and concepts to analyze human behavior and social and political institutions, and to act as responsible citizens.</p> <p>5.1 Students will critically evaluate behavioral or societal issues using theories and concepts from social science perspectives.</p> <p>5.2 Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.</p> <p>5.3 Students will demonstrate understandings of the ways social scientists gather, analyze data, integrate knowledge, and draw conclusions.</p> <p><b><i>Goal 8. Diversity and Global Perspective; Diversity</i></b></p> <p>Students will understand the importance of a global perspective and culturally diverse peoples.</p> <p>8.1 Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.</p> <p>8.2 Students will analyze the importance of differences and similarities in people’s backgrounds to U.S. society and the global community.</p> <p>8.3 Students will identify and evaluate consequences of prejudicial attitudes and discriminatory practices and actions.</p> <p>8.4 Students will analyze impacts of globalization on economic and political structures of various nations and cultures.</p> <p>8.5 Students will demonstrate an understanding of behaviors and beliefs of different social groups within pluralistic societies.</p>

## The Collection of ECC Competency Data

The Office of Institutional Effectiveness, Planning, and Assessment coordinates the collection of data for the ECC Competencies. Competency data is collected on an annual basis for all 5 Competencies. The focus in this process is on the first four competencies as the fifth competency is addressed through the program assessment process in coordination with each program.

At the conclusion of each semester, the Office of IEPA sends instructors an ECC Competency data collection form for each General Education course taught during that semester. Therefore, if a particular instructor is teaching 2 sections of ENG 101 and 1 section of ENG 102, they will receive two data collection forms; one designated and clearly marked for ENG 101, and one designated and clearly marked for ENG 102. The instructor will not receive separate data collection forms for each section of ENG 101 and will be asked to report on both sections of ENG 101 in a single collection form.

The data collection form asks instructors about the extent to which they were able to integrate the first four ECC Competencies into the course. For each ECC Competency that the instructor was able to integrate, they are then asked to describe how they were able to integrate the Competency, whether and how they were able to assess this Competency, and finally asked to share any tips of best practices they would like to share with other instructors teaching this course. The two screen shots in figures 2 and 3 below illustrate these components of the data collection form.

Figure 2 – ECC Competency Data Collection Form – Screen Shot 1

**Competency A: Communication**  
*Students will communicate effectively in oral, written, nonverbal, and visual media.*

Which of the following goals from Competency A did you integrate into **ENG 101**? (please check as many as apply)

A1. Students will read, write, illustrate, and listen actively, critically, and reflectively, and respond logically, informatively, persuasively, and creatively.

A2. Students will evaluate and revise their communication, writing, and speaking clearly and effectively in standard English with the use of inclusive language.

A3. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in small group and public communication settings.

None of the above

**Competency B: Critical and Ethical Thinking and Problem Solving**  
*Students will use critical thinking and problem-solving skills in analyzing information in an ethical manner.*

Which of the following goals from Competency B did you integrate into **ENG 101**? (please check as many as apply)

B1. Students will distinguish among opinions, facts, and inferences identifying and critiquing underlying and implicit assumptions.

B2. Students will thoughtfully evaluate diverse perspectives and alternate points of view by asking informed questions and making informed judgments.

B3. Students will solve problems by applying discipline-appropriate methods and standards.

B4. Students will integrate their knowledge, take an ethical position on issues or situations, and defend their stance with logical arguments.

None of the above

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Figure 3 – ECC Competency Data Collection Form – Screen Shot 2

**Competency A: Communication**  
*Students will communicate effectively in oral, written, nonverbal, and visual media.*

You reported that you are able to integrate Competency A into **ENG 101**.

Please tell us a little bit about how you were able to integrate this competency into the teaching of this course.

Were you also able to assess this Competency in **ENG 101**? If so, briefly share how this was done and any observed student progress in this area. If this competency was integrated but not specifically assessed, please leave this question blank.

Please share any recommendations or best practices that would be helpful for the assessment team to share with other faculty regarding the integration and assessment of this Competency into **ENG 101**.

## The Reporting of ECC Competency Data

The ECC Competency data collection form was designed to deliver results to the annual Assessment Team in the form of a sortable spreadsheet. IEPA provides both written instructions and a live demo to the Assessment Team on how to sort the assessment results in order to examine the following critical questions:

- To what degree is each ECC Competency and its associated goals integrated into ECC's General Education Courses?
  - Which courses are able to integrate and each Competency? Which are not?
  - Are all Goals within the Competency being sufficiently integrated into our General Education?
  - For courses where instructors are able to successfully integrate and/or assess each competency, what best practices could the assessment team compile and share with faculty to increase the rate of successful integration and/or assessment?

Some important notes on the collection and reporting of ECC Competency data:

- IEPA will collect data on each ECC Competency each semester, however, the annual Assessment Team will only focus on assessing one Competency each year, therefore each Competency will be assessed once every four years (see Table 1). Data is collected annually for all Competencies in this manner so that IEPA can provide multiple years of data to the annual Assessment Teams each year.
- Each summer, IEPA and Academic Affairs will review the ECC Competency data collected throughout the academic year. This review is not an in-depth assessment, but rather a mechanism to check that any problems that need to be addressed do not go unabated for potentially up to 3 years, until that Competency is scheduled to be reviewed again by the annual Assessment Team.

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### The Collection of General Education Assessment Data

The Office of Institutional Effectiveness, Planning, and Assessment coordinates the collection of data for ECC's General Education goals. General Education goal data is collected on an annual basis from sub-sets of courses that have been identified as the courses with a primary focus for each General Education goal. The sub-sets of General Education courses with a primary focus on each goal are outlined below:

**Table 3 - Courses with a Primary Focus on each Goal**

General Education Goal	Courses with a Primary Focus on each Goal
<b>Goal 1.</b> Written and Oral Communication; English	English 100 level courses ENG 101, ENG 102, ENG 105, ENG 109
<b>Goal 2.</b> Quantitative Knowledge & Skills; Mathematics	MTH 100, 101, MTH 102, MTH 103, MTH 109, MTH 113, MTH 114, MTH 118, MTH 119, MTH 120, MTH 121, MTH 122, MTH 127, MTH 136, MTH 141, MTH 213, MTH 221, MTH 222, MTH 239
<b>Goal 3.</b> Scientific Knowledge & Reasoning; Science	BIO 101, BIO 102, BIO 103, BIO 104, BIO 121, BIO 122, CHM 101, CHM 102, CHM 103, CHM 104, GEO 101, GEO 102, PHY 101, PHY 102, PHY 103, PHY 104, PHY 113, PHY 114
<b>Goal 4.</b> Technology or Information Literacy; Technology	CIS 107, CIS 131, CSC 100, ILS 101
<b>Goal 5.</b> Society & Human Behavior; Social Science	ANT 101, ANT 105, ECO 101, ECO 102, POL 101, POL 104, PSY 101, PSY 102, PSY 219, SOC 101, SOC 108, SOC 219
<b>Goal 6.</b> Humanistic Perspectives; Humanities	ARB 101, ARB 102, ART 100, ART 101, ART 102, CIN 101, ENG 205, ENG 208, ENG 215, ENG 221, ENG 222, ENG 232, ENG 237, ENG 238, ENG 242, ENG 250, ENG 263, ENG 264, FRN 101, FRN 102, ITL 101, ITL 102, MUS 100, MUS 108, MUS 109, MUS 117, PHI 101, REL 105, SPN 101, SPN 102, SPN 201, SPN 202
<b>Goal 7.</b> Historical Perspectives; History	HST 101, HST 102, HST 111, HST 112, HST 121, HST 122, HST 131, HST 132, HST 134, HST 135, HST 136, HST 137, HST 161, HST 162
<b>Goal 8.</b> Diversity and Global Perspective; Diversity	ANT 101, ANT 105, ART 100, ART 101, ART 102, ART 200, CIN 103, ENG 205, ENG 215, ENG 232, ENG 237, ENG 238, ENG 242, ENG 263, ENG 264, HST 121, HST 122, HST 137, MUS 117, PSY 232, REL 105, SOC 108, SOC 205, SOC 207

At the conclusion of each semester, the Office of IEPA uses the General Education Assessment Schedule (see Table 1) to send General Education data collection forms to instructors teaching courses aligned with the Goal(s) scheduled to be assessed in that year. For example, in the year that the assessment theme "Forms of Expression" is scheduled to be assessed, instructors teaching courses aligned with Goal 1 - Written and Oral Communication in English and Goal 6 - Humanities, will be asked to submit data (See Table 3 above). Similar to the assessment of ECC Competencies, if an instructor is teaching more than one section of a General Education course being assessed, they will only receive one data collection form for all sections of that course.

The data collection form asks instructors which objectives they were able to assess within each General Education Goal. The data collection form then asks each instructor to describe the assessment measures that were used to assess each Goal, and to report how many students were assessed, along with how many achieved a score of 75% or higher. The two screen shots in figures 4 and 5 below illustrate these components of the data collection form.

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Figure 4 – General Education Data Collection Form – Screen Shot 1

## Goal 1. Written and Oral Communication in English

\* Which of the following General Education Objectives did you assess in ?

- 1.1 Students will communicate effectively in both speech and writing.
- 1.2 Students will read, write, and listen actively, critically, and reflectively.
- 1.3 Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
- 1.4 Students will evaluate and revise their written and/or oral communication.
- 1.5 Students will write and speak clearly and effectively in formal standard English.
- 1.6 Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small groups and public communication settings.
- None of the above

## Goal 6. Humanities

Which of the following General Education Objectives did you assess in ?

- 6.1 Students will analyze scholarly works in art, music, or theater; literature, philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- 6.2 Students will interact with texts as well as performance and visual media, demonstrating an awareness of significant themes and their contexts. They will analyze themes and contexts while articulating their connections, meanings, and values to self, society, and others.
- 6.3 Students will draw upon visual, literary, and performing arts and/or the study of philosophical and religious systems of thought, and practice to expand understandings of cultural, historical, and intellectual imagination.
- 6.4 Students will critically engage and use project-based learning to demonstrate awareness of and critically engage with a range of historical and contemporary performances, visual and literary works, and approaches commonly used to analyze them.
- 6.5 Students will demonstrate communicative competence in a language other than English or their native language, and show appreciation of that added language's cultural and historical context.
- None of the above

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Figure 5 – General Education Data Collection Form – Screen Shot 2

**Please tell us about how you assess this goal in ENG 101 along with assessment results.**  
*Please describe at least one assessment. You may enter up to 3 for each goal.*

**\* Measure Description:**

Please describe in detail, the measurement tool that was used to assess this general education learning outcome.

**\* Summary of Results**

Please give the two requested numbers below. If you teach more than one section of this course, please combine all sections together.

How many students were assessed using this measure?

How many students received a grade of 75% or higher on this measure?

**Measure Description:**

Please describe in detail, the measurement tool that was used to assess this general education learning outcome.

**Summary of Results**

Please give the two requested numbers below. If you teach more than one section of this course, please combine all sections together.

How many students were assessed using this measure?

How many students received a grade of 75% or higher on this measure?

**Measure Description:**

Please describe in detail, the measurement tool that was used to assess this general education learning outcome.

**Summary of Results**

Please give the two requested numbers below. If you teach more than one section of this course, please combine all sections together.

How many students were assessed using this measure?

How many students received a grade of 75% or higher on this measure?



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## The Reporting of General Education Assessment Data

The General Education Data Collection form was designed to deliver quantitative results to the annual Assessment Teams with clear data on the degree to which General Education objectives are being assessed in courses designated as primary focus courses for each Goal. The collection and reporting of data is also designed to provide evidence to the annual Assessment Team on the degree to which students are achieving mastery of each of the General Education Objectives.

IEPA provides both written instructions and a live demo to the Assessment Team on how to interpret assessment results, and develop action-plans in response to the following critical questions:

- To what degree General Education objectives assessed in courses designated as having a primary focus on that that particular General Education Goal?
  - To what degree are each of the General Education objectives are being assessed?
  - According to assessment data, what percent of students are demonstrating mastery of each General Education objective?
  - How can we use this data to improve teaching and learning in regards to General Education?
  - How can we use this experience to further improve our assessment process?

A screen shot of the form that has been developed to report assessment results to the annual Assessment team is given below in figure 6.

Figure 6 – General Assessment Goal 1 – Assessment Report Screen Shot

### General Education - Aggregate Assessment Report Assessment Theme 1: Forms of Expression

	AY 2021-2022	Fall 2021	Spring 2022	AY 2021-2022
	Target	Semester Results	Semester Results	Final Results
<b>Goal 1.</b> Written and Oral Communication; English	<b>XX% of students will achieve a score of 75 or higher</b>	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =
<b>Goal 6.</b> Humanistic Perspectives; Humanities	<b>XX% of students will achieve a score of 75 or higher</b>	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =

Upon delivery of assessment results to the annual Assessment Team, IEPA will also provide an Action-Planning form with instructions and a live Q&A session with the annual Assessment Team. The annual Assessment Team will explore the assessment data together and decide upon appropriate action-plans. The Chair(s) of the annual Assessment Team will be asked to provide annual updates on the action-plans each year until the assessment theme is re-assessed four years later. Figure 7 below shows a screen shot of the Action-Planning Form for Goal 1 which is part of the “Forms of Expression” assessment theme. Goal 6 is also a part of this assessment theme and will be assessed concurrently with Goal 1 using the same methodology.



# INSTITUTIONAL AND GENERAL EDUCATION ASSESSMENT

Figure 7 – General Assessment Goal 1 – Action-Planning Template Screen Shot

**General Education - Action Planning Template**  
**Assessment Theme 1: Forms of Expression**

	AY 2021-2022	AY 2021-2022	Action Plan for 2022-2023: Please describe in detail, what, if any, actions will be taken to increase the percentage of students who successfully demonstrate mastery of this outcome.	AY 2022-2023
	Target	Final Results		Updated Target
<b>Goal 1.</b> Written and Oral Communication; English	<b>XX% of students will achieve a score of 75 or higher</b>	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =		<b>XX% of students will achieve a score of 75 or higher</b>
<b>Goal 6.</b> Humanistic Perspectives; Humanities	<b>XX% of students will achieve a score of 75 or higher</b>	Courses Assessing this Objective (%) = Students Assessed (n) = Students Demonstrating Mastery (n) = Students Demonstrating Mastery (%) = Target Met (Y/N) =		<b>XX% of students will achieve a score of 75 or higher</b>

## Annual Assessment Timeline

While IEPA collects data in January and May, the annual assessment process will begin in May of each year. The process begins with the selection of the Assessment Team and is followed by an orientation conducted by IEPA, Academic Affairs, and the General Education Subcommittee of APAC. During this orientation IEPA shares the assessment data collected throughout that year and trains the team on how to compile best practices recommendations to share with faculty and how to read and interpret the assessment results to develop appropriate action plans. IEPA in conjunction with Academic Affairs, will coordinate the collection of annual updates from the Assessment Team Chairs. Table 4 on the next page illustrates this annual timeline.

**Table 4 – Annual Timeline**  
**Assessment of ECC Competencies and General Education Goals**

Month	Step in the Process
May	Chairs leading the Assessment Team will select their team members
January and May	IEPA will collect data on ECC Competencies and General Education Goals
May	Data reports for the ECC Competency and General Education Goals being assessed in this year are generated by IEPA
Late May/ Early June	IEPA, Academic Affairs, and the General Education Subcommittee of APAC will conduct an Orientation with the Assessment Team.  In the Orientation, IEPA shares and reviews assessment results with the Assessment Team and trains the Team on how to complete the Action-Planning Form and update Targets for the next assessment of the assessment theme.

Continued...

## INSTITUTIONAL AND GENERAL EDUCATION ASSESSMENT

*Continued...*

July and August	The Assessment Team completes the following items: <ul style="list-style-type: none"><li>• Compiles best practices for the ECC Competency that was assigned to review and distribute to faculty and drafts recommendations to the Executive Dean of Academic Affairs and the Division Chairs.</li><li>• Examine the General Education assessment results and develop appropriate Action-Plans.</li></ul>
July and August (off cycle years)	The Assessment Team Chair will submit an annual update on the progress of the Action-Plans that they developed. The collection updates will be coordinated by IEPA in conjunction with Academic Affairs.

### **Ongoing Evaluation of the Assessment Process**

Each year IEPA will conduct a process evaluation survey. The survey will be distributed to the members of the annual Assessment Team to gather recommendations for improving the assessment process. Results of this survey will be reviewed annually by IEPA, Academic Affairs, and the General Education Subcommittee of APAC to facilitate continuous quality improvement of our assessment processes.