Excelsior College’s general education assessment process is focused on improving the overall effectiveness of the curriculum and helping to make transparent the skills and abilities students take away from their Excelsior experience.

Each time students complete general education requirements through Excelsior courses or credit-bearing exams, student learning data is collected and reported.

Data is aggregated at the competency level.

**ASSESSMENT PROCESS**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align General Education Career Competencies (GECCs) to course and/or credit-bearing exam outcomes</td>
<td>Develop assessment methods for each GECC</td>
<td>Determine direct and indirect measures for each GECC</td>
</tr>
</tbody>
</table>

Steps 1-3 are carried out through an iterative process incorporated in the design and redesign of courses and exams

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Step 5</th>
<th>Step 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student work</td>
<td>Findings are reported and documented</td>
<td>Analyze and share data and make improvements</td>
</tr>
</tbody>
</table>

Steps 4 and 5 take place throughout each trimester, when credit-bearing exams are administered, or prior to annual analysis of GECC data

Analysis and sharing of data takes place annually; improvements will be made iteratively throughout the year
## GENERAL EDUCATION CAREER COMPETENCIES

### 1. Oral and Written Communication

1.1 Present oral communication with appropriate content, organization, and delivery for the audience and purpose.

1.2 Deliver written communication with appropriate content, organization, syntax, mechanics, and style for the audience and purpose.

**Alignment:** Competency 1.1 is achieved through the Cornerstone and Capstone requirements. Competency 1.2 is achieved through the Written English requirements.

### 2. Mathematical and Scientific Problem Solving

2.1 Apply scientific knowledge and reasoning to make evidence-based decisions.

2.2 Apply mathematical concepts and reasoning to solve problems that involve quantitative information.

**Alignment:** Competency 2.1 is achieved through the Natural Science requirement. Competency 2.2 is achieved through the Mathematics requirement.

### 3. Information Literacy

3.1 Locate and evaluate sources to meet an information need.

3.2 Cite sources using appropriate academic conventions.

**Alignment:** Competencies 3.1 and 3.2 are achieved through the Information Literacy requirement.

### 4. Cultural Diversity and Expression

4.1 Analyze human thought, creative expression, or cultural representation within their contexts.

4.2 Explain the dynamics of social identity or cultural differences within interpersonal and societal relations.

**Alignment:** Competencies 4.1 and 4.2 are achieved through the Humanities distribution requirement.

### 5. Global Understanding

5.1 Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

**Alignment:** Competency 5.1 is achieved through the Social Sciences/History distribution requirement.

### 6. Ethical Reasoning

6.1 Explain different ethical positions in relation to a problem or issue.

**Alignment:** Competency 6.1 is achieved through the Ethics requirement.

### 7. Professional Presence and Self-Awareness

7.1 Develop a career planning strategy that incorporates your strengths, interests, abilities, and values.

7.2 Explain the norms and conventions of the workplace for a career field.

**Alignment:** Competencies 7.1 and 7.2 are achieved through the Cornerstone and Capstone requirements.
**GENERAL EDUCATION ASSESSMENT TIMELINE**

**SUMMER 2018**
- Gather feedback on GECCs from College community; incorporate feedback in GECC revision process.

**SPRING 2018**
- Draft the General Education Career Competencies (GECCs).

**FALL 2018**
- Approval of GECC document by College Curriculum Council.

**SPRING 2019**
- Draft program-level GECC rubrics and performance criteria.

**SUMMER 2019**
- Identify direct measures in courses and credit-bearing exams to align with GECCs.

**FALL 2019 AND SPRING 2020**
- Collect GECC data; identify indirect measures; continue to identify direct measures until all courses and credit-bearing exams which align with general education requirements are included in the assessment process.

**SUMMER 2020**
- Collect GECC data; analyze and report on annual GECC data; conduct GECC rubrics norming sessions; reflect on the GECC achievement results; identify appropriate improvements and actions based on results; assess the process and make appropriate changes.

**EACH FALL AND SPRING**
- Repeat steps from Fall 2019 and Spring 2020: revise the GECC data collection process as needed.

**EACH SUMMER**
- Repeat steps from Summer 2020.

**SUMMER 2025 - ONGOING**
- Engage in general education program review.
- Continue assessing the general education curriculum and working to improve the process.

**SUMMER 2025**
- Repeat steps from Summer 2020.