General Education

Description

Institutional Goal #3 measures the ability of graduates to function as independent researchers, critical thinkers, and effective communicators. In 2024–25, CCBS launched a new assessment model using the General Education Objectives Year-End Faculty Assessment Survey, which collects faculty-wide evaluation of student achievement in the core GE competencies. This transition replaces the ETS Proficiency Profile, which no longer aligned with institutional goals after its redesign.

The new process provides a holistic, faculty-driven assessment rather than relying on a single standardized test or isolated assignment. CCBS is also developing a Common Paper with rubric-based components for Research, Critical Thinking, and Communication to serve as a secondary assessment measure beginning in 2025–26.

Methodology

The General Education Assessment is based on the General Education Objectives Year-End Faculty Assessment Survey, administered annually to all full-time and adjunct faculty who teach GE courses. Faculty evaluate graduating students on three institutional competencies—research, critical thinking, and communication—using a 5-point scale. CCBS defines successful attainment as 80% of students scoring 4 out of 5 or higher on each competency. A Common Paper with aligned rubric components will supplement this survey beginning in 2025–26 to provide both direct and indirect evidence of student learning.

Independent Researchers

Faculty Survey: Research Component

Reporting Year	Cohort Size	Benchmark	Result
AY 2024-25	19	80% score ≥ 4	47%
AY 2025-26	27	80% score ≥ 4	44%

Based on selected questions related to "research" from the General Education Survey, completed by faculty.

Common Paper: Research Component

Reporting Year	Cohort Size	Benchmark	Result
AY 2024-25	n/a	80% score ≥ 4	n/a
AY 2025-26	25	80% score ≥ 4	96%

Based on a common research paper (undergrad & grad), scored using a rubric for this criterion.

Critical Thinking

Faculty Survey: Critical Thinking Component

Reporting Year	Cohort Size	Benchmark	Result
AY 2024-25	19	80% score ≥ 4	32%
AY 2025-26	27	80% score ≥ 4	30%

Based on selected questions related to "critical thinking" from the General Education Survey, completed by faculty.

Common Paper: Critical Thinking Component

Reporting Year	Cohort Size	Benchmark	Result
AY 2024-25	n/a	80% score ≥ 4	n/a
AY 2025-26	25	80% score ≥ 4	96%

Based on a common research paper (undergrad & grad), scored using a rubric for this criterion.

Effective Communicators

Faculty Survey: Communication Component

Reporting Year	Cohort Size	Benchmark	Result
AY 2024-25	19	80% score ≥ 4	32%
AY 2025-26	27	80% score ≥ 4	48%

Based on selected questions related to "communication" from the General Education Survey, completed by faculty.

Common Paper: Communication Component

Reporting Year	Cohort Size	Benchmark	Result
AY 2024-25	n/a	80% score ≥ 4	n/a
AY 2025-26	25	80% score ≥ 4	96%

Based on a common research paper (undergrad & grad), scored using a rubric for this criterion.

Course Evaluation: General Education

Reporting Year	Cohort Size	Benchmark	Result	Average
AY 2022-23	900	80% score ≥ 4	92.1%	4.5
AY 2023-24	920	80% score ≥ 4	92.7%	4.6
AY 2024-25	713	80% score ≥ 4	93.7%	4.6
AY 2025-26	494	80% score ≥ 4	91.5%	4.6

Based on course evaluations of how courses helped them become a more independent researcher, critical thinker, effective communicator, and lifelong learner (out of 5).

Summary

General education assessment results present a mixed picture. The Common Paper and course evaluations substantially exceeded the 80% benchmark across research, critical thinking, and communication, while faculty survey results remained below the benchmark, suggesting possible differences in measurement, expectations, or scoring rather than a consistent deficiency in student achievement. CCBS should continue using multiple measures, refine the faculty survey, and strengthen rubric calibration to determine which results most accurately reflect student performance and guide instructional improvement.