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## Committee for the Assessment of Student Learning in General Education (CASL-GE)

### Mission

The Committee for the Assessment of Student Learning in General Education (CASL-GE) actively supports faculty, staff, administrators and students in increasing and documenting institutional effectiveness by facilitating meaningful assessment of student learning in the lower-level general education curriculum.

### Goals

The Committee for the Assessment of Student Learning in General Education

1. Plans, oversees and reports on annual assessment of student learning in the general education curriculum
2. Engages the campus community in comprehensive, cooperative assessment of student learning in the general education curriculum
3. Is a proponent of using assessment as a means to improve educational experiences for students
4. Collaborates with the General Education Course Certification Committee (GECCC) to ensure approved courses meet requirements for assessment
5. Continually monitors progress and effectiveness of assessment practices in general education

### Objectives

It is clear that the goals have been achieved when campus community

1. Is highly cognizant of and interested in the annual assessment process for general education
2. Is engaged and invested in meaningful, integrated and ongoing assessment of student learning in the general education curriculum\*
3. Uses findings from general education assessment to guide relevant decision-making regarding use of resources, curriculum, instructional strategies and campus programs
4. a. Offers only general education courses, including Viewing a Wider World courses, that observe ongoing assessment practices that ensure evidence of student learning is used to guide course construction and curriculum development  
b. Offers only Viewing a Wider World courses that are systematically included in general education program assessment
5. Freely engages in discussion and meta-assessment of general education assessment process and practices

*\*Includes developing assessment tools and measures, evaluating student artifacts, reflecting on and interpreting findings, making changes (as needed) intended to improve learning based on findings, and re-assessing to determine effectiveness of changes.*