



ACADEMIC AFFAIRS GUIDELINES

Section 2.3	Academic Programs		
Title:	General Education Assessment Reporting		
Number (Current Format)	Number (Prior Format)	Date Last Revised	
2.3.9.A	XIV, 8.7	07/2022	
Reference:	BOR Policy 2.3.9 - Assessment BOR Policy 2.3.7 – Undergraduate General Education Requirements AAC Guideline 2.3.7.A – General Education Curriculum Requirements AAC Guideline 2.3.9.A(1) – University Annual General Education Assessment Report Template AAC Guideline 2.3.9.A(A-1) Assessment SGR Rubrics		
Related Form(s):	AAC Form – General Education Assessment Form (<i>Credentials Required</i>)		

1. Purpose

- 1.1. All Regental institutions possess institutional accreditation. To maintain accreditation, institutions are evaluated based on their ability to meet criteria associated with general education curricula and assessment. In that regard, each institution must:
 - 1.1.1. Possess clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals;
 - 1.1.2. Assess achievement of learning outcomes that it claims for its curricular programs;
 - 1.1.3. Use the information gained from assessment to improve student learning;
 - 1.1.4. Adopt processes and methodologies to assess student learning that reflect good practice, including the substantial participation of faculty and other instructional staff members.
- 1.2. [BOR Policy 2.3.9](#) – Assessment affirms each university’s responsibility to assess student achievement of the system’s student learning outcomes for the general education program.
- 1.3. As it is the Board’s legislative mandate to govern the state’s six public universities, and as general education is an approved program that constitutes shared goals and student learning outcomes across the system, universities will report their general education assessment plans and findings to the Board annually. The Board or the Board staff may use the findings to draw inferences on student achievement across the system in order to apply for grant funding and other actions that may contribute to student success. The Board and the Board staff will not use assessment findings to compare universities or award performance-based funding, as it is understood that the purpose of annual

assessment is continuous improvement, and assessment plans, measurement instruments, ratings, resources, faculty, students and missions are different for each university.

1.4. Beginning in the Fall of 2022, this guideline will prescribe the required components of the university's annual general education assessment report to the Board of Regents.

2. Definitions

2.1. **Assessment:** A systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.¹

3. Assessment Schedule

The system general education assessment process is structured in such a way that all six goals will be assessed over a three-year period. Universities will assess at a minimum the same two goals annually to facilitate system-wide inferences on student learning. The cycle shall rotate in this way:

- Year 1: Goals 1 & 5
- Year 2: Goals 3 & 6
- Year 3: Goals 2 & 4

4. University General Education Assessment Plan

Each university shall maintain a documented plan for the assessment of its students' achievement of the system's shared general education learning outcomes. The plan shall include critical components of the assessment process, such as a definition of roles and responsibilities, cycle or timeline for annual assessment, institutional process for the selection of courses and measurement instruments for each learning outcome, quantitative and/or qualitative methods for analyzing data, internal reporting of findings, and processes for interpretation of findings and implication of continuous improvement efforts.

5. University General Education Assessment Report

Each university shall prepare a general education assessment report for the previous academic year and submit the report annually to the Board of Regents Vice President for Academic Affairs or designee by November 1 for its December meeting. To facilitate Regents' comprehension of the findings, universities will use 2.3.9.A(1) University Annual General Education Assessment Report Template.

¹ Banta, T.W., & Palomba, C.A. (2015). *Assessment essentials; Planning, implementing, and improving assessment in higher education*. 2nd Ed. San Francisco, CA: Jossey-Bass.