**GENERAL EDUCATION ASSESSMENT REPORT 2019**

**I. General Education program assessment meetings**

Most of the communication about assessment took place via email.

* 8/15/18: Email sent reminding those Faculty teaching courses in the General Education curriculum that they should be including learning goals and assignments on their syllabi to help assess the Gen Ed curriculum.
* 12/5/18: Email sent to Faculty asking them to assess the Learning Goals for their courses, to be due to the Gen Ed coordinator on 1/14/19.
* 12/19/18: In person meeting between Alice Caroompas (Director of the Writing Center) and Jackie Schnurr (Gen Ed coordinator) discussing how to best assess the student writing course, WLLS 105.
* 1/14/19: Reminder email sent to Faculty, hoping to increase the submission of assessment reports from Fall 2019.
* 3/23/19: After a dismal 32% submission rate from the Fall 2018 courses, the Gen Ed coordinator created a form to help Faculty submit the information that was needed. Responses were asked to be submitted by 4/4/19, and for the most part, many were.
* 5/8/19: The General Education coordinator presented at the Faculty meeting, hoping to insure a better response rate for the Spring 2019 courses and also explaining why the data was needed (Middle States request, EPC Assessment report). Later that day an email was sent to the Faculty requesting data for the Spring 2019 courses be submitted by 5/17/19.
* 5/15/19: In person meeting between Linda Galbato (Director of Academic and Career Advising) and Jackie Schnurr discussing how to best assess student learning of internships. Discussion of using the Student Learning contract to “close the loop” – are students actually learning what they are setting out to learn when proposing an internship? This is something that we will work on during 2019-2020.
* 5/15/19: A reminder email was sent to the Faculty asking them to submit their final course assessments by 5/17/19. Many were.

**II. Closing the loop**

Because this is the first year of the new General Education curriculum, there was nothing in place last year to be “closed”.

**III. Examination of data for this year’s targeted learning outcomes**

This year I asked: is the General Education program teaching students the core foundations, perspectives, and connections that we outlined in the program mission statement (see the General Education assessment plan 2019). To this end, I created an excel table (attached, 2018-2019 tables for outcomes) that listed all the General Education program courses that were taught during the 2018-2019 school year, which program Learning Goals that each evaluated, which assignments were used (in general; the specific assignments and their associated rubrics are listed on each of the forms that were submitted by Faculty and that are uploaded to the General Education program tab on the Globe (soon!)), the % of the students that were successful, and whether the students were successful at the 70% success rate that was decided on by the faculty.

In the table, if the information after the course name is blank, then no information was submitted to the Gen Ed coordinator for that course. WLLS 100, internships, and PE course student success information was provided by Paul Applebee.

Out of the 99 “courses\*” that were taught in the General Education program during the 2018-2019 school year, 57 courses submitted assessment data (“courses\*” means regular courses taught by Faculty, as well as the sum of the WLLS 100, internship, and PE courses; for example, I asked how many students took a WLLS 100 course, and of those, how many passed.) Of the courses for which I have data, 45% (26 out of 57) evaluated all 3 of the Learning Goals for the category they were in and 26% (15 out of 57) did not include which Learning Goal was evaluated (“not explicit” in the table).

Importantly, only 9 out of the 57 courses did not meet the Learning Goal that was assessed during the course. Therefore 84% of the courses in the General Education program for which there is data did meet the Learning Goal for the category the course was included in. This allows me to conclude that the new General Education curriculum is meeting the mission of the program.

**IV. Program changes for the upcoming year**

As a Faculty, we need to determine if courses in the General Education curriculum should be required to evaluate all 3 Learning Goals for the category the course is counted in. Also, the General Education coordinator needs to provide more support to Faculty so that the Learning Goals are explicitly included on each course syllabus and that assignments are purposefully designed to evaluate the goal and are assessed using a rubric. Finally, there needs to be better submission of assessment reports at the conclusion of each semester so that we can be assured that we are meeting the Learning Goals of the General Education curriculum.

Finally, we will better discuss how to “close the loop” in regards to student learning by doing internships.

**V. Action plan for the coming year**

The General Education coordinator will hold workshops at the start of the Fall 2019 semester to aid Faculty in meeting the above goals. Also, the form will be revised so that Faculty who did not meet the Learning Goal this year can discuss what changes they made to meet the Goal in the future (“closing the loop” within a course). Finally, we will continue work on assessment of student learning by doing internships.