**GENERAL EDUCATION ASSESSMENT PLAN 2019**

1. **General Education program mission statement**

The ***Core Curriculum*** has the following three components: ***Foundations***, which develops essential building blocks of a high quality liberal arts and sciences education; ***Perspectives***, through which the student is immersed in a diverse world of learning and scholarship across the liberal arts and sciences; and ***Connections***, whereby the student takes advantage of programs and resources that promote rigorous scholarship, healthy lifestyles, financial well-being, and career preparation. Taken together with the entirety of the Wells experience, fulfillment of the core curriculum ensures that every Wells student has the opportunity to explore breadth in the liberal arts and sciences while developing the skills for successful professional development, rewarding social engagement, and effective lifelong learning.

1. **Program goals**

***I. FOUNDATIONS***

**1. WLLS 100: Wellness, Engagement, & Lifelong Learning for Success**………...……..…3cr

This course introduces students to learning and living at Wells College. (first year, fall semester)

|  |  |
| --- | --- |
| *Learning Goal 1* | *Become familiar with and learn how to utilize college resources.* |
| *Learning Goal 2* | *Establish habits and skills that enhance learning and help make the most of the Wells experience* |
| *Learning Goal 3* | *Engage in campus and community life* |

**2. WLLS 105: College Writing……….…………………………………………………...**…………….3cr

This course covers the fundamentals of college level writing. (first year, either semester)

|  |  |
| --- | --- |
| *Learning Goal 1* | *Understand and apply the conventions of Standard English* |
| *Learning Goal 2* | *Write for different purposes and audiences including writing as a tool to access knowledge across disciplines* |
| *Learning Goal 3* | *Develop writing process strategies and self-identify those that work best* |
| *Learning Goal 4* | *Utilize information literacy and research methods to support analysis* |

***II. PERSPECTIVES***

**3. Creative Expression**……………………………………………………………….…………….....….3cr

Students will explore and develop various forms of creative expression. Could be met by one 3-semester hour course or a combination of courses to total 3 semester hours. Choose from certain courses in book arts, creative writing, dance, music, studio art, and theatre.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Engage in creative processes* |
| *Learning Goal 2* | *Communicate through creative expression* |
| *Learning Goal 3* | *Effectively evaluate creative work* |

**4. Enduring Questions of Human Existence…**………………………………………………………..3cr

Students will explore what it means to be human, be it from ancient to contemporary times or through various types of representations of the human experience. Choose one from certain courses in anthropology, art history, book arts, English, dance history, film & media studies, FNIS, history, music history, philosophy, religion, Spanish, and theatre history.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Improve reading, interpretative and analytical skills* |
| *Learning Goal 2* | *Examine the nature of inquiry itself and cultivate habits of mind as a result* |
| *Learning Goal 3* | *Grow in self-knowledge and in understanding of relationships to others and to the world* |

**5. Social Systems** ……………………………………………………………...…………………………3cr

Students will explore the interactions within and between individuals, groups, institutions and the environment. Choose one from certain courses in anthropology, business, economics, political science, psychology, sociology, and sustainability.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Identify and understand relationships within and between individuals, groups, institutions and their environment.* |
| *Learning Goal 2* | *Identify and understand the history of societal issues and the broader context within current society* |
| *Learning Goal 3* | *Analyze possible solutions to societal issues* |

**6. Inclusion & Justice**……………………………………………………….…………………………...3cr

Students will explore equality, access, and inclusiveness. Choose one from certain courses in anthropology, criminal justice, education, FNIS, international studies, social & economic justice, sustainability, women’s & gender studies, and HUM-prefixed courses.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Express empathy for diverse perspectives* |
| *Learning Goal 2* | *Understand the value of justice and inclusion in a civil society* |
| *Learning Goal 3* | *Understand potential ways to promote equality, justice, and inclusion* |

**7. Quantitative Reasoning**……………………………………………………………………….…..3 – 4cr

Students will explore mathematical concepts and skills.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Apply quantitative information to solve problems* |
| *Learning Goal 2* | *Understand the value of math as a tool to study various types of problems* |
| *Learning Goal 3* | *Demonstrate competence with mathematical skills* |

**8. Natural Sciences**……………………...…………….……………………………….………….......... 4cr

Students will explore one of the natural sciences via a course that includes a laboratory.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Demonstrate ability to explain how scientific knowledge is generated and amended* |
| *Learning Goal 2* | *Describe the main tenets of current scientific knowledge in a natural science* |
| *Learning Goal 3* | *Develop proficiency in making and communicating scientific observations* |

**9. Languages and Cultures**…………………………….………………………………....................3 – 4cr

Students will develop a cultural appreciation and familiarity with a language other than English.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Develop an understanding of one’s place in a complex and diverse world* |
| *Learning Goal 2* | *Demonstrate appropriate language control, vocabulary, and communication strategies* |
| *Learning Goal 3* | *Develop an increased awareness of various cultures and use that knowledge to broaden perspective* |

***III. CONNECTIONS***

**10. Experiential Learning**……………………………………………………………....………….......3 – 8cr

Students will apply course-based learning to situations outside the classroom. **Two** experiential learning experiences are required, one of which must be off campus.

|  |  |
| --- | --- |
| *Learning Goal 1* | *Experience learning outside the Wells classroom* |
| *Learning Goal 2* | *Reflect on the experience in writing* |
| *Learning Goal 3* | *Demonstrate professional presentation and communication skills* |

**11. Skills for Lifelong Learning…………………**……………………………………………………...2-4cr

Students will choose ***any two*** from WLLS 121 (Research Tools & Skills), WLLS 122 (Learning Strategies), WLLS 123 (Student Development & Values), WLLS 126 (Internship, Career & Networking), WLLS 127 (Career Preparation), or WLLS XXX (Public Speaking).

|  |  |
| --- | --- |
| *Learning Goal 1* | *Develop awareness and understanding of one’s own thought process (metacognition)* |
| *Learning Goal 2* | *Practice planning and goal setting* |
| *Learning Goal 3* | *Reflect on learning and adapt as necessary* |

**12. Mind-Body Wellness**……………………........……………………………………………………..2-10cr

Students will develop bodily-kinesthetic intelligence. Students will choose 4 courses, two of which must be activity based, from the following: PE courses, certain dance courses, courses on nutrition, holistic health, or healthy lifestyles (possibly including drug/alcohol abuse awareness).

|  |  |
| --- | --- |
| *Learning Goal 1* | *Explore the mind-body connection through a range of movement or meditation forms* |
| *Learning Goal 2* | *Deepen opportunities for daily health and well-being* |
| *Learning Goal 3* | *Apply approaches and tools for self-care and healing* |

**13. Financial Wellness**……………………………………………………………………………….......3cr

Students will build skills to develop the ability to make informed financial decisions.

All students take WLLS 110: Personal Financial Management

|  |  |
| --- | --- |
| *Learning Goal 1* | *Identify, evaluate, and utilize financial information* |
| *Learning Goal 2* | *Consider ethical dimensions associated with financial choices* |
| *Learning Goal 3* | *Demonstrate reasoning around financial choices* |

**3. Learning objectives**

Learning objectives are on a course by course basis and are written by the Faculty teaching the course. At the end of each semester Faculty that teach courses in the General Education program submit a form to the General Education Coordinator that includes which learning objectives they evaluated in their course. These are stored on the Globe under the General Education tab (hopefully…)

**4. Measurable Learning Outcomes**

Learning outcomes are evaluated on a course by course basis by each individual faculty member. At the end of each semester Faculty that teach courses in the General Education program submit a form that includes the measurable learning outcomes that they evaluated in their course, the assignments that were evaluated, and the rubric that was used to determine whether those outcomes were met by the students. These forms are stored on the Globe under the General Education tab.

**5. Means of assessment of outcomes**

Each course is using its own rubric to evaluate measurable learning outcomes; however, we as a faculty, agreed that a 70% student success rate will demonstrate that the outcome has been met.

**6. Curriculum Map**

A Curriculum Map of the courses that are currently in the General Education program and their alignment with the program and College’s student learning goals is included as the attached Excel file.

**7. How assessment data will be utilized**

In the first year of the General Education curriculum there were some successes and some failures. For the most part, full time Faculty participated in assessing their courses, with information submitted for 58% of the Gen Ed (57 out of 99) courses taught this year. (That number is a little inflated, because I counted all the WLLS 100, Internships, and PE courses as each counting as a single course within its category.) One thing that should be improved for the next year is getting the adjunct and part-time faculty to participate as well. Also, there was some confusion about which course Learning Goals should be evaluated. Some Faculty explicitly included the General Education learning goals on their syllabus and in their assignments, while others just assumed what they were doing met the Gen Ed goals. Also, we should determine if every course in the Gen Ed program should evaluate all 3 learning goals in the course or if they can evaluate only one. Finally, some Faculty only qualitatively assessed whether their learning goals were met. In the future I will hold a workshop to help those Faculty that were confused determine how to create a rubric and evaluate student learning in their courses.