

## Faculty Senate

- Please review this document which provides a history and purpose of the work conducted by the UAAC regarding General Education assessment.
- Please review the Excel spreadsheet and provide any feedback regarding the proposed General Education outcomes and their alignment with the General Education areas.

### Purpose

Review the alignment of the University Student Learning Goals to the General Education curriculum in the various General Education areas and develop specific student learning outcomes/objectives that were aligned with the much broader Student Learning Goals. Alignment and outcomes for a specific General Education Area must be agreed upon by ALL disciplines within the General Education area.

### History

- **2000-** Faculty Senate approves the University Student Learning Goals.
- **Spring 2006-** Alignment of the GE curriculum with the Student Learning Goals, recommended by Middle States to be completed by June 2011 Periodic Review Report.
- **Spring 2009-** With the assistance of the UAAC, a General Education Assessment Retreat was held on June 2-3, 2009 to engage faculty in the alignment of the University Student Learning Goals to the General Education curriculum in the various General Education areas. Additionally, faculty developed specific student learning outcomes/objectives that were aligned with the much broader Student Learning Goals.
- **Fall 2009-** UAAC followed up with each of the five General Education areas to review and revise the outcomes written during the June retreat.
- **Spring 2010-** UAAC, department chairs, and committees had another opportunity to review and comment on the student learning outcomes.
- **Spring 2010-** A final version incorporating all feedback reviewed by the Faculty Senate.

### Importance

- The outcomes proposed will provide the foundation for future General Education assessment at the University. These outcomes represent the skills, knowledge, and dispositions we expect students to be able to achieve.
- All outcomes will be assessed and determine where strengths and weaknesses occur.
- The alignment of the outcomes with the General Education curriculum allows us to determine where there are opportunities to improve student learning.

### Key Areas for Further Review

- None of the General Education areas mapped back to the "Second Language or Culture" goal. While MDFL indicated that they do this in all of their General Education courses, students are not required to take an MDFL course. Work should be done to ensure that ALL students have the opportunity to achieve this goal.
- While several General Education areas mapped to the Social Responsibility outcomes, they indicated that their focus on these outcomes in their General Education courses was limited. This may be further revealed when we assess student achievement of the Social Responsibility outcomes.
- It was noted that Financial Literacy should be included as either a separate goal with associated outcomes or be included as an outcome under Social Responsibility and/or Intellectual Curiosity. Currently, it has been integrated under Intellectual Curiosity but not as a standalone outcome.
- While the purpose of this activity was not to recommend a review of the General Education curriculum and associate courses/disciplines, a further examination may be necessary. Several General Education areas noted substantial differences in the outcomes of their General Education courses based on the discipline associated with the course.

## General Education Council

The General Education Council will be a standing, faculty driven council that will develop an institution-wide General Education assessment plan and timeline. Faculty members will work with Deans, the Provost, UARA, and UAAC to determine how the University will collect, analyze and use data on student learning. The Student Learning Goals and proposed outcomes will provide a foundation for the development of assessment methods aligned with the General Education curriculum at Salisbury University.

