

General Studies Assessment Plan-Draft

The General Studies degree program is a flexible, open degree which allows students flexibility and choice, so ensuring that students have a cohesive experience that promotes synthesis of learning is an essential task and requires collaboration from across the college. In the long term, the General Studies program is exploring the use of a program level electronic portfolio to foster cohesion and coherence in a students' individual experience, to promote students' deeper learning, metacognitive skills, and achievement of the General Studies program goals, and to provide a vehicle that allows for assessment and improvement of the program.

In addition to the program outcomes, the General studies program emphasizes the following, which support student success, retention, and completion

- Structured, intentionally sequenced decision making
- Self-exploration and discovery
- Reflection and refining of academic, personal and career focus and interests,
- Confidence in self as a learner and decision maker
- The development of practical and intellectual skills

Interim Assessment Plan

While we are exploring the feasibility, effectiveness, and sustainability of a program eportfolio experience, we will evaluate the effectiveness of the General Studies program in a variety of ways using existing data, identifying additional useful data, and directly assessing student learning. The General Studies program has been through significant curricular changes in the past two years, and we anticipate that in the process of reviewing data and setting up the interim General Studies assessment plan, we will identify both benchmark data as well as ways of improving the program.

Assessment	Timeline	Outcomes
1. General Studies Student Academic Plans	<ul style="list-style-type: none"> • Develop and Implement GS Academic Plans- Summer 17- Spring 18 • Assess- Spring 19 	<ul style="list-style-type: none"> • articulate a plan for their educational and career development that relates their coursework to their goals.
2. Survey instructional and counseling faculty for current processes/activities	<ul style="list-style-type: none"> • Develop and implement survey- Fall 2017- Spring 2018 • Review Results Spring 2018 	<ul style="list-style-type: none"> • Students will be able to identify available resources related to their ongoing educational and professional development.
3. Review existing General Education data as follows: <ul style="list-style-type: none"> a. General Studies vs. All students b. General Studies broken out by credit level- <15 vs. >45 	<ul style="list-style-type: none"> • Review Data in Spring 2018 	<ul style="list-style-type: none"> • Students will be able to apply critical thinking, quantitative reasoning, and/or scientific reasoning skills by articulating, analyzing, and evaluating problems and scenarios

c. General Studies students who have been assessed multiple times		<p>across discipline areas.</p> <ul style="list-style-type: none"> Students will be able to find, evaluate, use, and synthesize information needed to address increasingly complex problems and scenarios.
4. Identify 200 level courses in core disciplines that are not part of the Gen Ed program, (not program requirements for existing degrees) and solicit assessment from them	<ul style="list-style-type: none"> Develop General Studies specific rubric and benchmarks- Fall 2017- spring 2018 Work with disciplines- Fall 2017-2018 Assess fall 2019 	<ul style="list-style-type: none"> Students will be able to use technology effectively to accomplish a variety of general and discipline specific activities.
5. Collect existing signature assignments from targeted students in 200 level General Education course and conduct secondary assessment		<ul style="list-style-type: none"> Students will be able to communicate effectively in writing and orally appropriately across disciplines.
6. Survey instructional and counseling faculty for current processes/activities (Same as Assessment #1)	<ul style="list-style-type: none"> Develop and Implement GS Academic Plans- Summer 17- Spring 18 Assess- Spring 19 	<ul style="list-style-type: none"> Students will be able to articulate an academic identity that reflects an integrated, interdisciplinary view of their formal, co-curricular and personal learning.
7. Survey graduating students	<ul style="list-style-type: none"> Develop survey- summer 2017 Implement Survey – Spring graduation time frame 	<ul style="list-style-type: none"> Students will be able to make and articulate the connections within their course of study.
8. Assess reflection in Gen Ed signature assignments (Assessment #4 and #5)	<ul style="list-style-type: none"> Assess reflection 	
<ul style="list-style-type: none"> Gen Studies enrollment patterns 	<ul style="list-style-type: none"> Ongoing/Yearly 	
<ul style="list-style-type: none"> Gen Studies transfer patterns and data (what we can get access to) 	<ul style="list-style-type: none"> Ongoing/Yearly 	
<ul style="list-style-type: none"> Change of major patterns for GENU undecided students 	<ul style="list-style-type: none"> Ongoing/Yearly 	