Westfield STATE UNIVERSITY

Special Committee on Revising General Education (SCORE)

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Where to find things:

WSU Gen Ed Website: https://sites.google.com/view/wsugenedreform/home

Progress Reports and other SCORE Resources are available:
https://lib.westfield.ma.edu/score

Documents Prepared by SCORE and Endorsed by Governance

Product	Semester Endorsed by AUC & UCC
Process Principles	Progress Report 2: Fall 2021
Design Principles	Progress Report 2: Fall 2021
Guiding Principles on General Education Assessment	Progress Report 3:Spring 2022
Statement on General Education	Progress Report 3: Spring 2022
Broad Learning Goals (BLGs)	Progress Report 3: Spring 2022; Revised Progress Report 4: Spring 2023
Model of General Education	Progress Report 4: Spring 2023 Revised Progress Report 5: Fall 2023
University Curriculum Requirements Fulfilled as Part of Major	Progress Report 4: Spring 2023 Revised Progress Report 5: Fall 2023
Specific Learning Outcomes	Progress Report 4: Spring 2023 Revised Progress Report 5: Fall 2023
Revised Learning Outcomes and Practice Standards	Progress Report 5: Fall 2023
General Education Curriculum Requirements	Progress Report 6: Spring 2024
General Education Practice Guidelines	Progress Report 6: Spring 2024
General Education Implementation and Transfer Policy	Progress Report 6: Fall 2024
General Education Transition Policy 2024-2027	Progress Report 6: Fall 2024
General Education Assessment Plan	Progress Report 7: Spring 2024 Submitted to governance (to be reviewed Fall 2024)
Proposed General Education Committee	Progress Report 7: Spring 2024 Submitted to governance (to be reviewed Fall 2024)
Practice Standards reflecting external requirements built into gen ed curriculum	Progress Report 7: Spring 2024 Submitted to governance (to be reviewed Fall 2024)

Principles Guiding SCORE's Work

SCORE's Process Principles

STUDENTS: Prioritize students, first and always.

ENGAGEMENT: Engage and collaborate with all relevant stakeholders, including historically marginalized groups. Listen genuinely.

COMMUNICATION: Ensure open, straightforward, and frequent communication throughout the process.

CULTURE: Build a campus wide culture that values general education and generates excitement about general education.

RESPONSIBILITY: Move the process forward with careful consideration of the impact of general education on the campus community.

RESOURCES: Advocate for resources to support general education in the short and long term.

ASSESSMENT: Support the development of meaningful ongoing gen ed assessment.

ALIGNMENT: Align work with WSU mission, vision, and values.

EQUITY: Prioritize equity in all that we do.

TIMELINE: Establish a timeline for the development and implementation of the general education program.

RESEARCH: Support recommendations with research and data.

SUSTAINABILITY: Establish mechanisms and structures for a sustainable, innovative, and adaptive general education program.

SCORE's General Education Design Principles

Our general education will:

· **Prioritize Justice, Equity, Diversity, Inclusion, and Accessibility**: These values will inform the general education design.

· **Value Clarity in Design and Purpose**: General education will be easily navigable, straightforward to all constituencies, and convey a clear sense of purpose.

· **Generate Excitement:** General education will promote recruitment, retention, and include classes students are excited about taking and faculty are excited to teach.

· **Integrate Flexible and Responsive General Education Assessment:** We will make our goals for general education clear and use assessment to take action to improve student learning, ensuring a healthy campus culture of assessment.

· **Promote Integrative Learning:** An effective general education curriculum creates opportunities for students to reflect on their learning, make connections, and to practice solving complex problems using disparate concepts, knowledge, and skills from multiple disciplines.

· **Provide Opportunities for Varied Ways of Understanding and Solving Problems:** The general education curriculum will provide students with opportunities to practice various modes of inquiry that span disciplines, to define and tackle complex problems, and to create new knowledge and solutions.

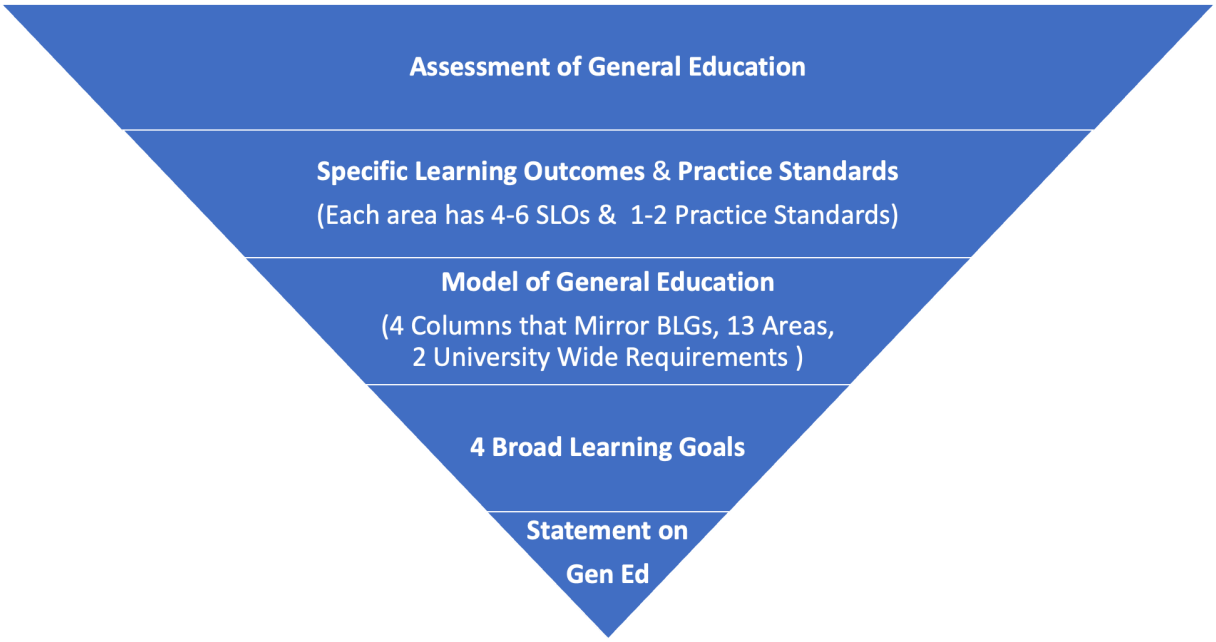
· **Be relevant and structured purposefully:** general education should be relevant to students' majors and future beyond college and students should practice complex skills and proficiencies throughout their undergraduate career.

General Education Statement

General education at Westfield State University places curiosity, excitement, and a commitment to social justice and cultural understanding at the heart of our curriculum. In the classroom and across communities, students draw on diverse areas of knowledge to integrate ideas, identify and pursue meaningful questions, tackle complex problems from the local to the global, think critically and creatively, communicate and collaborate effectively, and promote well-being for all of our community members. Students develop the self-awareness and confidence necessary to engage meaningfully with and care for others; to navigate their personal, professional, and civic lives; and to build a more just and kind world.

Broad Learning Goals (BLGs)

- WSU students grow as self-aware, creative, curious, and confident individuals who are invested in the well-being of themselves and others.
- WSU students use the tools of multiple fields of study, critically evaluate sources of information, and apply logical reasoning, critical thinking, and appropriate methodology to draw conclusions and communicate effectively.
- WSU students identify and pursue meaningful questions where there is no single correct answer, and it is necessary to consider diverse areas of knowledge and ways of knowing in order to integrate knowledge and tackle complex problems.
- WSU students develop cultural curiosity and humility alongside interpersonal skills to effectively collaborate and communicate within and across diverse communities. They act as conscientious, ethical, and responsible community members who address issues of social justice, work for positive change, and care for others and the planet



WSU Model of General Education

Westfield State Journey	Analysis, Practice, and Inquiry	Exploring Complex Issues (ECI)	Perspectives
First Year Journey: Academic Inquiry (3 Credits)	**Rhetoric and Inquiry** (4 Credits)	**Exploring Complex Issues Anchored in Mathematics, Computing, and Natural Sciences** (3 Credits)	**Individuals in Context** (3 Credits)
Wellbeing: Caring For the Holistic Self (3 credits: 1.5 credits x 2 classes)	**Inquiry into Patterns, Data and Reasoning** (3 Credits)	**Exploring Complex Issues Anchored in Arts and Humanities** (3 Credits)	**Social Groups and Culture** (3 Credits)
	Creative Arts Practice (3 Credits)	**Exploring Complex Issues Anchored in the Social and Health Sciences** (3 Credits)	**Civic Learning** (3 Credits)
	Inquiry into the Natural World (4 Credits)		**Power and Perspectives** (3 Credits)
University Curriculum Requirements fulfilled as part of Major			
Integrative Experience (credits determined by major)	**Exploring Writing in the Major** (credits determined by major)		

General Education=41 Credits + additional requirements in major, credits determined by major department

General Education Curriculum Requirements

GENERAL EDUCATION COURSES SHOULD NOT BE MAJOR RESTRICTED: General education courses should not be "major restricted," and courses designated as general education will be open to all students and appropriate for any student. The following exceptions will apply: seats can be reserved with the Executive Director of General Education and Department Chair working together to determine the number of seats reserved. In cases where strict accreditation requirements limit the courses students may take, an application to waive this requirement can be submitted to the Executive Director of General Education and Provost. In support of the Commonwealth's Mathematics Pathway some courses in *Inquiry into Patterns, Data, and Reasoning* (e.g., MATH 153, MATH 104) may be major restricted. *Exploring Writing in the Major* and *Integrative Experience* can be major restricted since those requirements will be met in major courses and will be managed by major departments, therefore, those departments can determine if they have major restrictions.

NO PREREQUISITES in GENERAL EDUCATION COURSES, with exceptions for courses in *Exploring Complex Issues* (which all have the single prerequisite of the *First Year Journey* or ENGL 101). Courses in *Inquiry into Patterns, Data and Reasoning* and *Inquiry into the Natural World* may have prerequisites on general education courses only if new students arriving to the university will be able to complete the course without completing a college prerequisite (i.e., a placement test or high school course can serve as the prerequisite). The university curriculum requirements for *Exploring Writing in the Major* and *Integrative Experience* will be managed by major departments, and those departments can determine if they have prerequisites.

NO DOUBLE-DIPPING OF COURSES ACROSS GENERAL EDUCATION AREAS: General education courses cannot count in more than one area of the general education curriculum.

General Education Practice Guidelines

RECOMMENDED COURSE CAPS: In order to maintain the high-impact of a first year experience, first year seminar, and writing infused and writing focused courses, recommended course caps are: *First Year Journey* (18); *Rhetoric and Inquiry* (16), *Exploring Complex Issues* (18), *Exploring Writing in the Major* (16).

ASSIGNMENT OF FACULTY TO GEN ED COURSES: Once approved by governance, courses designated as fulfilling requirements for general education will be staffed by faculty as determined by the chair of the department offering the course.

CURRICULUM SUBSTITUTIONS: Just as Department Chairs can approve major substitutions, the Program Area Chair of General Education and the Executive Director of General Education will have the authority to substitute or "count" a course taken outside of WSU as an "area substitution." Thus to count toward general education requirements, a transfer course would not have to be "equivalent" as one offered at WSU; it would only have to address the learning outcomes in the area.

COURSE EQUIVALENCIES: The Program Area Chair of General Education and the Executive Director of General Education will be responsible for maintaining General Education Course Equivalency lists with state institutions, and determining which courses can transfer in for General Education Credit. Department chairs will continue to determine course equivalencies, but where there are no direct equivalencies, the Executive Director of General Education will review transfer courses to determine if they meet the learning outcomes for areas in the new general education model.

ASSESSMENT OF GENERAL EDUCATION: Ongoing coordination of assessment will be the responsibility of Executive Director of General Education in collaboration with the Program Area Chair of General Education (see Appendix E, Guiding Principles on Assessment) based on the assessment practices developed by faculty at WSU.

PROFESSIONAL DEVELOPMENT: The Executive Director of General Education, Program Area Chair of General Education, and General Education Committee will be responsible for ongoing faculty professional development. There will not be "required" training for faculty who are teaching in Gen Ed, although opportunities for professional development will be available.

General Education Implementation and Transfer Policy

Approved as Policy 1250

PURPOSE

The purpose of this policy is to establish guidelines to accept coursework into the University's General Education curriculum. This policy is consistent with the provisions developed under the Commonwealth Transfer Compact that provides guidelines for students transferring from community colleges to state universities. Policy provisions are also consistent with guidelines established for the transfer of General Education course work credits between the four-year state universities.

POLICY

The following is the Proposed General Education Implementation and Transfer Policy for students who have attempted to complete any transferable coursework from an accredited college after successful completion of the high school diploma or its equivalent. This transfer policy also applies to those students who earn a MassTransfer-approved Associate's degree as part of their high school experience.

Transfer status	**Section to consult**
Students who have completed MassTransfer General Education Foundation Block or STEM block, with or without an Associate's degree.	A
Students who have completed 60 or more credits (non-MassTransfer students).	B
Students who have completed 30-59 credits (non-MassTransfer students).	C

*****Students who transfer in 29 or fewer credits will complete all General Education requirements. (Use section D to determine how courses transfer).

A. Students transferring under the MassTransfer Program[1]

1. Waive all outstanding Westfield General Education requirements for students who have completed one of the following MassTransfer Programs:
    1. The 34-credit MassTransfer General Education Foundation Block and the associate degree;
    2. The 34-credit MassTransfer General Education Foundation Block without the associate degree;
    3. The 28-credit MassTransfer STEM Block as part of a designated MassTransfer STEM A2B associate degree.

2. WSU will require the University Wide Requirements *Integrative Experience* and *Exploring Writing in the Discipline,* which are completed within the major and are considered university requirements.

B. Students who have completed 60 or more credits, but are not MassTransfer students.

1. All General Education requirements will be satisfied upon the completion of the following key categories in the General Education Curriculum (by either transferring these classes in from their previous institution(s) or taking them at WSU):

1. Rhetoric and Composition (3-4 credits)
2. Inquiry into Patterns, Data and Reasoning (3 credits)

3. Inquiry into the Natural World (3-4 credits)
4. Civic Learning or Power and Perspectives (3 credits)

2. WSU will require the University Wide Requirements *Integrative Experience* and *Exploring Writing in the Discipline,* which are completed within the major and are considered university requirements.

C. Students who have completed 30-59 credits, but are not MassTransfer students.

1. All General Education requirements will be satisfied upon the completion of the following key categories in the General Education Curriculum (by either transferring these classes in from their previous institution(s) or taking them at WSU):

A. Rhetoric and Composition (3-4 credits)
B. Inquiry into Patterns, Data and Reasoning (3 credits)
3. Inquiry into the Natural World (3-4 credits)
4. Civic Learning or Power and Perspectives (3 credits)
5. Exploring Complex Issues - required to complete one course from one of the three categories in this column (3 credits)

2. WSU will require the University Wide Requirements *Integrative Experience* and *Exploring Writing in the Discipline,* which are completed within the major and are considered university requirements.

Students enrolled in the Second Bachelor's program through continuing education who have completed a Bachelor's degree at an accredited college will be deemed to have completed all Westfield State University General Education requirements.

A. WSU will require the University Wide Requirements *Integrative Experience* and *Exploring Writing in the Discipline,* which are completed within the major and are considered university requirements.

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[1] Mass Transfer Information Can Be Found at the Following: https://www.mass.edu/masstransfer/tools/reverse.asp https://www.mass.edu/masstransfer/a2b/home.asp

General Education Transition Policy 2024-2027

POLICY TITLE: General Education Transition Policy 2024-2027

PURPOSE: The purpose of this policy is to describe how the new general education curriculum will be applied to students transferring into the university during the phase in of the new general education requirements. This policy strives to require transfer students complete the same general education requirements as their peers of the same class rank.

During the transition time between universal implementation of the new general education model and the teaching out of the old core, incoming transfer students will be assigned the core/general education bulletin year of their cohort year.

Transfer student bulletin year by Credits Transferred In

Semester	Credits Transferred	Temp Core/Gen Ed Requirement
Fall 2024	1-11 credits	Complete new Gen Ed (bulletin year 24-25)
	12 credits and more	Complete Old Core (bulletin year 23-24)
Spring 2025	24 credits and more	Complete Old Core (bulletin year 23-24)
	1-23 credits	Complete new Gen Ed (bulletin year 24-25)
Fall 2025	39 credits and more	Complete Old Core (bulletin year 23-24)
	1-38 credits	Complete new Gen Ed (bulletin year 24-25)
Spring 2026	54 credits and more	Complete Old Core (bulletin year 23-24)
	1-53 credits	Complete new Gen Ed (bulletin year 25-26)
Fall 2026	69 credits and more	Complete Old Core (bulletin year 23-24)
	1-68 credits	Complete new Gen Ed (bulletin year 25-26)
Spring 2027	All new students	Complete New Gen Ed (bulletin year 26-27)

RATIONALE: This phase in approach to general education requirements strives to ensure students complete the same general education requirements as their peers of the same class rank. This will also mean there are the appropriate number and type of course offerings for students both phasing-in and phasing-out.

Practice Standards

Practice standards provide clear guidance regarding the active learning and high impact practices expected within an area. SCORE has also proposed additional practice standards to reflect the necessity for the general education model to satisfy external requirements, such as the New England Commission of Higher Education (NECHE) Standards for Accreditation[1], the Massachusetts Department of Higher Education's Equity Agenda[2], and the Commonwealth's strategic initiative for Civic Learning.[3] The second table of practice standards was presented in Progress Report 7 and is currently under review by governance.

Practice Standards and High Impact Practices

High-impact practices, or HIPs, are active learning practices that promote learning and student engagement as measured by the National Survey on Student Engagement (AAC&U; Kuh, 2008, Kuh & O'Donnell, 2013). An active learning strategy is a "high-impact practice" when research shows students evidence achievement of deep learning, significant engagement gains, and there is a positive differential impact on historically underserved student populations. Research also shows that the more HIPs students encounter, the greater the benefits. Several HIPs identified by the AAC&U are built right into the model (i.e., First Year Experience/First Year Seminar, Writing Intensive, Diversity Global Learning, and Active Learning.

HIP	Definition	Where in Model
First Year Experience	These courses support students' academic performance, persistence, and sense of campus community by introducing them to campus resources, time management, study skills, and other issues relevant to student development.	~*First Year Journey*: Academic Inquiry
(First Year) Seminar** This is AAC&U's terminology, at WSU these will not be limited to the first year.	These are seminar style courses that use a cutting-edge question to have students practice critical inquiry, frequent writing, information literacy, and collaborative learning.	~*First Year Journey*: Academic Inquiry ~*Exploring Complex Issues* anchored in Mathematics, Computing, and Natural Sciences ~*Exploring Complex Issues* anchored in Arts and Humanities ~*Exploring Complex Issues* anchored in Social and Health Sciences
Diversity/ Global Learning	These are courses and programs where students explore cultures and worldviews different from their own. They explore differences such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.	~Individuals in Context ~Social Groups and Cultures ~Civic Learning ~Power and Perspectives
Writing Infused	This course spreads writing throughout the semester, providing students opportunities to practice writing (rather than limited to a term paper at the end of the semester). Students produce both formal and low-stakes writing. They receive explicit writing instruction for formal writing projects. The course provides students with regular in-process, strengths-based feedback from faculty and peers on their writing and opportunities to revise. "To revise" means to implement substantial and holistic changes rather than just proofreading and editing.	~Rhetoric and Inquiry ~*Exploring Complex Issues* anchored in Mathematics, Computing, and Natural Sciences ~*Exploring Complex Issues* anchored in Arts and Humanities ~*Complex Problems / Exploring Complex Issues* anchored in Social and Health Sciences ~*Exploring Writing in the Major*
Active Learning	Active learning methods encompass many different	~Inquiry into the Natural World

[1] https://www.neche.org/standards-for-accreditation
https://www.neche.org/wp-content/uploads/2020/12/Standards-for-Accreditation-2021.pdf

[2] https://www.mass.edu/strategic/equity.asp (see Goal 4)

[3] https://www.mass.edu/strategic/civic.asp

HIP	Definition	Where in Model
	classroom activities where students engage in thinking, discussing, investigating, and creating rather than passively absorbing information. For example Undergraduate Research engaging in the arts or creative practice are both active learning.	~Creative Arts Practice ~*Exploring Complex Issues* anchored in Mathematics, Computing, and Natural Sciences ~*Exploring Complex Issues* anchored in Arts and Humanities ~*Complex Problems / Exploring Complex Issues* anchored in Social and Health Sciences ~Power and Perspective

Practice Standards and External Requirements

Currently Under Review by Governance

HIP/External Requirement	Practice Standard	Accompanying this Area
MA Equity Agenda and NECHE Accreditation Standards	**Math Prefix:** Inquiry into Patterns Data and Reasoning must be taught in the Department of Mathematics (requiring a MATH prefix), and to the extent that it can be controlled, students should attempt to complete this requirement in their first 30 credits of post high school academic studies.	*~Inquiry into Patterns, Data, and Reasoning*
MA Equity Agenda and NECHE Accreditation Standards	**English Language Composition:** Rhetoric and Inquiry must be conducted in English,and to the extent that it can be controlled, students should attempt to complete this requirement in their first 30 credits of post high school academic studies.	*~Rhetoric and Inquiry*
BHE Policy on Civic Learning for Public Colleges and Universities	**Civic Learning Framework:** This course adheres to the Student Learning Framework described in Appendix B: Massachusetts Student Civic Learning and Engagement Assessment Framework (Student Learning Framework) available at https://www.mass.edu/bhe/lib/documents/2014-03PreparingCitizensReportOnCivicLearningAndEngagement.pdf (pp. 25-26)	*~Civic Learning*
MA Transfer Foundational Learning Outcomes	**MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp	*~Individuals in Context* *~Social Groups and Cultures* *~Civic Learning* *~Power and Perspectives* *~Rhetoric and Inquiry* *~Inquiry into the Natural World* *~Inquiry into Patterns, Data, and Reasoning* *~Creative Arts Practice* *~Exploring Complex Issues anchored in Mathematics, Computing, and Natural Sciences* *~Exploring Complex Issues anchored in Arts and Humanities* *~Exploring Complex Issues anchored in Social and Health Sciences*

General Education Area Descriptions, Learning Outcomes, and Practice Standards

Westfield State Journey

DESCRIPTION OF COURSES IN THIS COLUMN: Through these courses students develop a foundation for academic, social, educational and personal success. Students acquire the skills and knowledge necessary to navigate academic inquiry and grow as healthy, self-aware, creative, curious and confident individuals. These courses include self-reflective practices as well as how to practice learning alongside an engaged community of learners.

First Year Journey: Academic Inquiry

DESCRIPTION OF COURSES IN THIS AREA: Courses in this area expose students to an intellectual passion that they can get excited about. Students collaborate with their professor and peers to examine a particular specialization, creative interest, question or topic in depth and from multiple points of view in order to develop college-level academic skills. Students are supported as they develop the skills needed to engage deeply and critically with complex materials; to take risks; to grow as a leader and collaborator; to reflect on strengths, passions and goals; and to begin to develop a vision for their journey through Westfield State University.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Lifelong Learning:** Students practice skills and attitudes central to lifelong learning; including developing a growth mindset viewpoint that encompasses self-reflection, flexibility, intellectual curiosity, and considers broad perspectives and diversity of thought.
- **Reflective Discovery and Analysis of Information:** Students locate, generate, identify, interpret, and critically evaluate information, evidence, arguments and ideas, recognizing that authority is constructed and contextual. Students analyze their own and others' assumptions and incorporate reliable and valid information effectively and ethically for an intended purpose.
- **Developing a Sense of Place/Community:** Students collaborate with others in the Westfield community while exploring a new or existing intellectual passion.
- **Academic Life:** Students develop college-level academic skills and identify resources to support their practice of intellectual discovery and creative accomplishment that model multiple modes of representation, engagement, and action and expression.

PRACTICE STANDARDS:

- **General Education Seminar:** This course will be a seminar style course that uses an interesting topic to have students practice critical inquiry, information literacy, and collaborative learning.
- **First Year Experience:** This course will support students' academic performance, persistence, and sense of campus community by introducing them to campus resources, time management, study skills, and other issues relevant to student development. At least one-third of the content in this class will be common to all FYJ classes (see FYJ Content List). Faculty can determine the means by which they deliver the common content. The "Academic Inquiry" topic will allow students to practice the academic skills necessary to succeed as a college student.
    - FYJ Content:

- Reflective Discovery and Analysis of Information -- Students are exposed to brief self-paced introductory college level tutorials created by librarians. These tutorials will provide a foundation for student access to library tools and materials at WSU. The skills learned will be practiced throughout the semester.
- Study Skills and Organization Skills - (e.g., Accountability plan/groups/buddies, organization/calendar system)
- Self-Reflective Practices related to Learning to Learn - Metacognitive Reflection to promote transfer of skills, teaching about transfer of skills.
- Learning Systems Used at WSU:
  - PLATO/Blackboard
  - How to Register
  - How to find advisor
- How to meet with and communicate with Professors and Advisor.
- Where to find social and emotional supports:
  - Counseling Center, Residential Life
- Where to find Academic Supports:
  - RWC, Tutoring and Learning, Academic advising, Banacos, Learning Disabilities Program, Trio, Urban Education. Academic Center for Excellence, Math Tutoring Center, Library Reference
- Other Suggested, but not required, Information:
  - Healthy Relationships; Exploring one's identity; Staying Healthy; Exploring majors & career paths; Undergraduate Research; Financial Aid including as when to apply, how to repay, what office can help; Fitness Center; Clubs/SGA

Wellbeing: Caring for the Holistic Self

DESCRIPTION OF COURSES IN THIS AREA: This will be a 1.5 credit course that focuses on the body, mind and spirit. Courses in this area equip students with skills that foster wellbeing and resilience, help students to react positively to life's challenges, and enhance mental, social, emotional, physical, and academic success. Courses include reflective, metacognitive, and kinesthetic practices that support physical, mental and/or social-emotional well-being; The skills learned will foster attitudes and behaviors that enhance confidence for life-long self-care, such as self-management, self-awareness, responsible decision-making, relationships skills, social awareness, and positive self-care. Courses will be anchored in active learning.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Lifelong Learning:** Students practice skills and attitudes central to lifelong learning; including a growth mindset that encompasses self-reflection, flexibility, intellectual curiosity, and considers broad perspectives and diversity of thought.
- **Metacognitive Reflection and Application:** Students reflect on their own wellbeing in the context of the course topic and develop metacognitive reflection abilities that work to promote transfer of wellness behaviors and skills. .
- **Accessing Wellness Tools:** Students develop tools for improving their physical, social, and/or mental/emotional health and overall college experience.
- **Social Emotional Skills:** Students identify personal social, emotional, and cognitive skills to be practiced and developed; including self-awareness, self-management, social awareness, responsible decision making, relationship skills, and communication skills.

PRACTICE STANDARD:

- **Active Learning Practice:** This course requires active practice, where students encounter many different activities in which they engage in thinking, discussing, investigating, applying, and/or creating

Integrative Experience (credits and learning outcomes determined by major)

DESCRIPTION OF COURSES IN THIS AREA: Students complete a course in or outside of their major where they have a structured opportunity to reflect on what they learned in general education courses and consciously integrate and apply that learning within the context of their major. By completing an integrative experience, students will have the opportunity to address the question, "What has my learning in the General Education Curriculum contributed to my education and how is that learning related to my major and other learning experiences?"

OTHER NOTES ABOUT this area:

**This can be part of an existing course or a new stand-alone major course.*

** Liberal Studies students will be permitted to take an integrative experience within one of their concentrations or prepare an artifact addressing this question and submit it to the Program Area Chair of Liberal Studies* for approval.

As a university curriculum requirement, this will appear on students' degree audits.

Departments will submit a major course or courses to satisfy this area (minimum of 1 credit). It is expected the course will also fulfill a major requirement.

Analysis, Practice, and Inquiry

DESCRIPTION OF COURSES INCLUDED IN THIS COLUMN: By taking courses in this area students learn to explore specific approaches to critical and creative thinking. They use varied tools and methodologies as ways of knowing, evaluate sources of information to draw conclusions and communicate effectively, and engage in arts practice.

Rhetoric and Inquiry

DESCRIPTION OF COURSES IN THIS AREA: This area introduces students to writing as a process-based approach to producing texts for different rhetorical occasions that emerge in academic and public contexts. Students learn to situate an original argument within the framework of other speakers, practice critical inquiry, and understand conventions associated with a range of genres. A major goal of this area is to help students understand how their prior writing knowledge informs their work and how to transfer the writing knowledge and skills they've learned to future writing projects.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Writing Process:** Students learn and practice the various stages of the writing process, including brainstorming prewriting; posing effective research questions; researching; drafting; providing, receiving, and implementing feedback; enacting substantial revision; editing; and proofreading.
- **Rhetorical Occasion:** Students develop an understanding of rhetorical occasions both as readers and creators of texts and practice composing for a variety of purposes, in a variety of genres and modes, while appealing to a variety of audiences.
- **Metacognitive Reflection:** Students develop metacognitive reflection abilities that work to promote transfer of writing knowledge, skills, and the process of producing and accessing information.
- **Reflective Discovery and Analysis of Information:** Students locate, generate, identify, interpret, and critically evaluate information, evidence, arguments and ideas, recognizing that authority is constructed and contextual. Students analyze their own and others' assumptions and incorporate reliable and valid information effectively and ethically for an intended purpose.

PRACTICE STANDARD:

- **Writing or Speaking Infused**: This course spreads writing or speaking assignments throughout the semester, providing students opportunities to practice writing or speaking regularly. Students produce both formal and low-stakes products for specific audiences. Students will be expected to incorporate regular in-process, strengths-based feedback on their writing/speaking from faculty and peers and to revise their work by implementing substantial and holistic changes, proofreading, and editing.
- *The following Practice Standard/s currently under review by governance*
- **English Language Composition:** Rhetoric and Inquiry must be conducted in English,and to the extent that it can be controlled, students should attempt to complete this requirement in their first 30 credits of post high school academic studies.
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at:
- https://www.mass.edu/strategic/learn_masstransfer.asp

Inquiry into Patterns, Data and Reasoning

DESCRIPTION OF COURSES IN THIS AREA: Students will discover how and why logical, mathematical, and computational ideas, concepts, and reasoning empower them to use and understand pattern, structure, data, shape and form in the world around us. In order to meet the commonwealth's equity agenda this will be a college level math class designated by course identifier MATH01XX.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Active Sense-Making**: Students (a) demonstrate the mathematical skills and abilities to solve problems, collect and analyze data, model, compute, reason, and (b) explain *why* the tools, methods and ways of thinking they use make sense. **Critical Thinking:** Students identify problems, questions and beliefs; create and gather relevant information, data and evidence; use inquiry, observation and innovation to generate solutions, arguments and explanations which provide meaningful conclusions, decisions and evaluations which are based on logical, causal, inferential or other appropriate forms of reasoning.
- **Mathematical Structures:** Students (a) use mathematical methods of inquiry and analysis; (b) structure logical, mathematical, and/or computational arguments and proofs; and, (c) build, test, and evaluate mathematical models.
- **Perceptions:** Students reflect on mathematics' role in society, its place in their educational programs and its potential to provide them with access and agency in their personal, professional, financial, creative and/or civic lives.
- **Communication:** Students disseminate knowledge and share results using effective and appropriate communication, technical, qualitative, and quantitative skills.

PRACTICE STANDARD:

- **Active Learning Practice:** This course requires active practice, where students encounter many different activities in which they engage in thinking, discussing, investigating, applying, and/or creating.
- *The following Practice Standard/s currently under review by governance*
- **Math Prefix:** Inquiry into Patterns Data and Reasoning must be taught in the Department of Mathematics (requiring a MATH prefix), and to the extent that it can be controlled, students should attempt to complete this requirement in their first 30 credits of post high school academic studies.
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will

satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp

Creative Arts Practice

DESCRIPTION OF COURSES IN THIS AREA: Students will engage in the arts and the practice of creative arts with the goals of understanding the discipline, developing their unique voice, and becoming active citizens of the arts community on campus and beyond. Through course selection students will have the opportunity to select from the many ways to participate in an artistic experience.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Engagement:** Students engage in arts or creative practice, drawing on models from the discipline and/or historical and genre contexts.
- **Creative Expression:** Students engage with others in the arts/creative expression through group endeavors, audience participation, public presentations and/or exchange of feedback on work in development.
- **Creativity:** Students demonstrate innovative thought, and imagine new or alternative concepts and expressions in original ways.
- **Critique:** Students critically evaluate artistic and creative expressions, learn to look with attention to study the connections between the creative process and the creation of a piece of artwork, and learn to professionally give and receive feedback.
- **Artistic Process:** Students practice the technical skill, process, and improvement involved in the generation of creative work.

PRACTICE STANDARD:

- **Active Learning Practice:** This course requires active practice, where students encounter many different activities in which they engage in thinking, discussing, investigating, applying, and/or creating
- *The following Practice Standard/s currently under review by governance*
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp

Inquiry into the Natural Sciences

DESCRIPTION OF COURSES IN THIS AREA: Students will explore scientific inquiry as a way of knowing the natural world, which includes but is not limited to fields such as, physics, biology, chemistry, ecology, geology, astronomy, geography, and their interrelationships.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Process of Science:** Students use the methods employed by scientists to explore natural phenomena. They make observations, develop hypotheses, propose experiments, measure and collect data, and evaluate evidence.

- **Disciplinary Concepts:** Students describe the major concepts, methods, and theories of the discipline, make connections among concepts, and use disciplinary concepts and models to explain natural phenomena.
- **Roles of Science in Society**: Students examine the potential contributions and limits of scientific endeavors in human society, critique science-related content in popular discourse and daily life, and evaluate the influence of society on science.
- **Reflective Discovery and Analysis of Information:** Students locate, generate, identify, interpret, and critically evaluate information, evidence, arguments and ideas, recognizing that authority is constructed and contextual. Students analyze their own and others' assumptions and incorporate reliable and valid information effectively and ethically for an intended purpose.
- **Communication:** Students disseminate knowledge and share results using effective and appropriate communication, technical, qualitative, and quantitative skills.

PRACTICE STANDARD:

- **Active Learning Lab:**This course has a laboratory/field/simulation requirement where students engage in thinking, investigating, and creating.
- *The following Practice Standard/s currently under review by governance*
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp

Exploring Writing in the Major (credits and learning outcomes determined by major)

DESCRIPTION OF COURSES IN THIS AREA: Students will be introduced to the discourse of the discipline/field either in English 204 or a course offered by the major department. This course will build on the skills students learn in Rhetoric and Composition and in Writing Infused courses. Students learn strategies to locate, analyze, synthesize and generate research in rhetorically effective, genre- or discipline-specific ways.

PRACTICE STANDARD:

Writing Focused: This course will build on the skills students learn in Rhetoric and Composition. Students will explore the most common genres of the major/field; how research is conducted in the discipline; expectations for writing in the discipline; and engage in critical analysis of disciplinary discourse by considering the perspectives and types of knowledge and communication that are included and excluded. This course spreads writing assignments throughout the semester, providing students opportunities to practice writing regularly. Students will produce both formal and low-stakes products. Students will be expected to incorporate regular in-process feedback on their writing from faculty and peers and to revise their work by implementing substantial and holistic changes, proofreading, and editing.

OTHER NOTES ABOUT this area:

*This can be part of an existing course in the major that provides writing instruction or a course such as the current ENGL 204: Composition II

As a university curriculum requirement this will appear on students' degree audit.

Exploring Complex Issues

DESCRIPTION OF COURSES IN THIS COLUMN: These courses build on the skills and ways of knowing introduced in the *First Year Journey*. Students explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge. Students acquire the ability to describe the multiple dimensions of a complex problem and to pose fruitful questions. In the pursuit of answers, they critically evaluate sources of information and apply logical reasoning, critical thinking, and appropriate methodology to draw conclusions. **These courses focus on process and are writing and/or speaking and information literacy infused.**

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Critical Thinking:** Students identify problems, questions and beliefs; create and gather relevant information, data and evidence; use inquiry, observation and innovation to generate solutions, arguments and explanations which provide meaningful conclusions, decisions and evaluations which are based on logical, causal, inferential or other appropriate forms of reasoning.
- **Reflective Discovery and Analysis of Information:** Students locate, generate, identify, interpret, and critically evaluate information, evidence, arguments and ideas, recognizing that authority is constructed and contextual. Students analyze their own and others' assumptions and incorporate reliable and valid information effectively and ethically for an intended purpose.
- **Communication:** Students develop and apply skills for communicating effectively in order to disseminate knowledge, reach a broader audience, and foster understanding across people and cultures.
- **Creativity:** Students demonstrate innovative thought, and imagine new or alternative concepts and expressions in original ways.
- **Grappling with Complexity:** Students pose questions, pursue answers, and persist through ambiguity about the multiple dimensions of a complex problem.

PRACTICE STANDARDS:

- **General Education Seminar:** This course will be a seminar style course that uses a cutting-edge question to have students practice critical inquiry, frequent writing, information literacy, and collaborative learning.
- **Writing or Speaking Infused**: This course spreads writing or speaking assignments throughout the semester, providing students opportunities to practice writing or speaking regularly. Students produce both formal and low-stakes products for specific audiences. Students will be expected to incorporate regular in-process, strengths-based feedback on their writing/speaking from faculty and peers and to revise their work by implementing substantial and holistic changes, proofreading, and editing.
- **Active Learning Practice:** This course requires active practice, where students encounter many different activities in which they engage in thinking, discussing, investigating, applying, and/or creating.

Exploring Complex Issues Anchored in Mathematics, Computing, and Natural Sciences

- **Discipline Exploration:** Students utilize the practices of different disciplines and integrate knowledge and apply this knowledge across disciplinary boundaries, with a disciplinary center or focus from the field of Mathematics, Computing or Natural Sciences.

Exploring Complex Issues Anchored in Arts and Humanities

- **Discipline Exploration:** Students utilize the practices of different disciplines and integrate knowledge and apply this knowledge across disciplinary boundaries, with a disciplinary center or focus from the Arts or Humanities.

Exploring Complex Issues Anchored in the Social and Health Sciences

- **Discipline Exploration:** Students utilize the practices of different disciplines and integrate knowledge and apply this knowledge across disciplinary boundaries, with a disciplinary center or focus from the Social or Health Sciences.

Perspectives

DESCRIPTION OF COURSES IN THIS COLUMN: In these courses students develop cultural humility and an understanding of civic democracy in order to effectively collaborate, communicate, and participate within and across diverse local and global communities. Students acquire skills to critically analyze social structures and contrasting viewpoints, explore how to act and communicate as conscientious, ethical, and responsible community members who are concerned about social justice, and care for others and the environment.

Individuals in Context

DESCRIPTION OF COURSES IN THIS AREA: Courses in this area help students to acquire a broad understanding of the social, environmental, and historical influences that shape us as individuals and affect how we interact with other persons and groups.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Culture and DIversity:** Students critically analyze how different cultural, intellectual, economic, and/or aesthetic frameworks shape individuals and societies and create power structures and inequalities. Students critically analyze contrasting viewpoints on people, societies, aesthetics, environments, historical periods, and cultures through engagement with diverse stories, issues, and perspectives that transcend cultures and national borders.
- **Reflective Discovery and Analysis of Information:** Students locate, generate, identify, interpret, and critically evaluate information, evidence, arguments and ideas, recognizing that authority is constructed and contextual. Students analyze their own and others' assumptions and incorporate reliable and valid information effectively and ethically for an intended purpose.
- **Disciplinary Concepts:** Students describe the major concepts, language, and theories of a discipline, and use disciplinary concepts and models to explain human behavior

PRACTICE STANDARD:

- **Diversity/Global Learning:** This course will intentionally create a welcoming and equitable classroom environment where students explore worldviews different from their own, and work to understand the self in relation to others. This can be accomplished in a variety of ways, such as including resources from diverse authors, using multiple modes of evaluation of students' work, and honoring diverse lived experiences through personal reflection, group discussion,or team-based collaborative learning.
- *The following Practice Standard/s currently under review by governance*
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the

same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp

Social Groups and Culture

DESCRIPTION OF COURSES IN THIS AREA: Students will acquire the skills necessary to critically analyze social structures and contrasting viewpoints on people, societies, aesthetics, environments, historical periods, and cultures.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Culture and DIversity:** Students critically analyze how different cultural, intellectual, economic, and/or aesthetic frameworks shape individuals and societies and create power structures and inequalities. Students critically analyze contrasting viewpoints on people, societies, aesthetics, environments, historical periods, and cultures through engagement with diverse stories, issues, and perspectives that transcend cultures and national borders.
- **Cultural Products and Social Structures:** Students critically analyze cultural products and social structures to question how values, concepts, norms, biases, forms of expression are created, made use of, and revised.
- **Group Identity**: Students identify, critically examine, and recognize the implications of their own and other groups' values, beliefs, norms, biases, narratives, and forms of representation.
- **Disciplinary Concepts:** Students describe the major concepts, language, and theories of a discipline, and use disciplinary concepts and models to explain human behavior
- **Using Sources Responsibly:** Students responsibly extrapolate from specific data sets, texts, projections, and documents to build a broader understanding about peoples, societies, aesthetics, environments, historical periods and/or cultures.

PRACTICE STANDARD:

- **Diversity/Global Learning:** This course will intentionally create a welcoming and equitable classroom environment where students explore worldviews different from their own, and work to understand the self in relation to others. This can be accomplished in a variety of ways, such as including resources from diverse authors, using multiple modes of evaluation of students' work, and honoring diverse lived experiences through personal reflection, group discussion,or team-based collaborative learning.
- *The following Practice Standard/s currently under review by governance*
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp

Civic Learning

DESCRIPTION OF COURSES IN THIS AREA: Provide civics education in order to promote civic service and civic knowledge—and to prepare students for the duties and responsibilities of citizenship.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Democratic Process:** Students develop the skills and knowledge necessary to engage meaningfully in the democratic process and to become informed and active society members, capable of working effectively with others to address local, national, and/or global issues, and capable of meaningful engagement in the democratic process.
- **Contextual Background:** Students develop a historical and contextual understanding of the United States, including its complex history and civic institutions.
- **Values of Citizenship**: Students develop a critical understanding of the social and political values associated with democratic and civic institutions.
- **Civic Life:** Students understand the diverse ideologies (e.g., cultural, historical, economic, religious, sociological) that shape political systems and civic life.
- **Culture and Diversity:** Students critically analyze how different cultural, intellectual, economic, and/or aesthetic frameworks shape individuals and societies, create power structures and inequalities, and offer opportunities for creative and cultural agency.

PRACTICE STANDARD:

- **Diversity/Global Learning:** This course will intentionally create a welcoming and equitable classroom environment where students explore worldviews different from their own, and work to understand the self in relation to others. This can be accomplished in a variety of ways, such as including resources from diverse authors, using multiple modes of evaluation of students' work, and honoring diverse lived experiences through personal reflection, group discussion,or team-based collaborative learning.
- *The following Practice Standard/s currently under review by governance*
- **Civic Learning Framework:** This course adheres to the Student Learning Framework described in Appendix B: Massachusetts Student Civic Learning and Engagement Assessment Framework (Student Learning Framework) available at https://www.mass.edu/bhe/lib/documents/2014-03PreparingCitizensReportOnCivicLearningAndEngagement.pdf (pp. 25-26)
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp

Power and Perspectives

DESCRIPTION OF COURSES IN THIS AREA: Prepares students to critically analyze and engage in social justice issues. Prejudice reduction and collective action are emphasized.

BY THE END OF TAKING A COURSE IN THIS AREA:

- **Culture and DIversity:** Students critically analyze how different cultural, intellectual, economic, and/or aesthetic frameworks shape individuals and societies and create power structures and inequalities. Students critically analyze contrasting viewpoints on people, societies, aesthetics, environments, historical periods, and cultures through engagement with diverse stories, issues, and perspectives that transcend cultures and national borders.(Combining learning objectives suggested by Construction Crews Summer 2023)
- **Systemic Structures:** Students demonstrate a shared understanding of their role in relation to power structures such as institutional and systemic racism, sexism, ableism, heterosexism, classism, linguicism, and ageism.
- **Systems of Oppression:** Students develop the ability to recognize and critique systems of oppression (i.e. racism, sexism, ableism, colonialism, prejudices, bias, stereotypes) and

movements that challenge them, in historical and modern context, as well as in a national and transnational context.

- **Social Justice:** Students transfer knowledge and understanding into action, exploring how to meaningfully enact social change and social justice.

PRACTICE STANDARDS:

- **Diversity/Global Learning:** This course will intentionally create a welcoming and equitable classroom environment where students explore worldviews different from their own, and work to understand the self in relation to others. This can be accomplished in a variety of ways, such as including resources from diverse authors, using multiple modes of evaluation of students' work, and honoring diverse lived experiences through personal reflection, group discussion,or team-based collaborative learning.
- **Active Learning Practice:** This course requires active practice, where students encounter many different activities in which they engage in thinking, discussing, investigating, applying, and/or creating.
- *The following Practice Standard/s currently under review by governance*
- **MA Transfer Foundational Learning Outcomes:** If this course has been identified as a Mass Transfer course it will satisfy the learning outcomes described under the MA Transfer Pathway, meaning some learning outcomes will be the same whether a course is taken at a community college, state university, or the University of Massachusetts system, while faculty retain the right to determine how how to achieve the learning outcomes based on their contractual right to academic freedom. A list of foundational courses and learning outcomes can be found at: https://www.mass.edu/strategic/learn_masstransfer.asp

Guiding Principles on General Education Assessment

The purpose of general education assessment at Westfield State University is to gather information that will inform the actions we take to support faculty in their work to improve teaching and learning in general education. In stating the following guiding principles, we recognize that general education assessment is one component of WSU's broader assessment processes.

Effective assessment of teaching and learning in general education requires that our practices are guided by the following **principles**:

- Assessment will always be faculty driven, building on faculty experience and expertise, as well as the work that faculty, departments, and programs already do to assess student learning in general education.
- Our work will be informed by scholarship on assessment and teaching and learning within and across disciplines.
- Assessment will clearly connect to the mission of our institution and the goals we hold for student learning in our general education program.
- The methods of assessment we use will be flexible enough to incorporate different approaches disciplines take in gathering information about student learning.
- We will use assessment to build community in order to support faculty development and teaching. Information will be presented in the aggregate so that no individual faculty or courses can be identified, to keep the focus on our shared responsibility for improving student learning in general education.
- We will support assessment by providing adequate resources, time, and professional development for participating adjunct and tenure-track faculty and staff; by facilitating reflection and conversation across disciplines; and by recognizing assessment as a scholarly activity.
- We will regularly review and adapt our assessment structures as needed to ensure that they are actually helping us improve student learning.
- General education assessment will work within governance structures as outlined in the MSCA/BHE Agreement and coordinate with the Curriculum Committee as they conduct university-wide studies of the overall academic program and consider and propose major changes in the curriculum design.

In support of these principles, we will use our general education reform process **to lay the groundwork for our general education assessment practices** as we:

- Initiate conversations about what we want for our students, working across disciplines to define clear goals for our general education program and general education courses.
- Consider a variety of methods of general education assessment (eg., course-based, program-level, portfolios, student surveys, etc…) and engage with faculty, staff, and students across campus to make decisions about the methods that will work best for Westfield State University.
- Put in place clear, manageable, structural incentives to ensure that we are actively conducting assessment of student learning in general education.

Assessment Plan for General Education at WSU

Currently under review by governance.

The purpose of General Education Assessment at Westfield State University is to gather information that will be used to guide and support faculty in their ongoing efforts to improve teaching and learning in WSU General Education courses.

Table 1. **People and Committees Involved in Assessment**

People and Committees Involved	Role
Executive Director of General Education (EDGE)	Recruit & appoint Assessment Ambassadors Write report/facilitate assessment
Program Area Chair (PAC) of General Education	Write report/facilitate assessment
General Education Committee (post SCORE)	Assist in the facilitation of assessment
Assessment Ambassadors	Review artifacts using standard instruments, summarize results. Assessment Ambassadors will be recruited from the General Education Area Faculty.
General Education Area Faculty	Agreeing to teach a course in General Education means the faculty member also agrees to develop a syllabus that recognizes the SLO to be assessed and the assessment approach, and at end of semester, to submit artifacts/data to EDGE. (Faculty will be invited to work with EDGE, PAC and Gen Ed Committee to identify SLO to be assessed and the assessment process.)

Proposed Assessment Plan Summary

General education areas will be assessed on a four-year cycle, with areas in one column assessed each year (Table 2 contains the model of general education denoting “columns” and “areas”). One semester before the assessment cycle occurs, the General Education Committee will call a meeting of faculty teaching in the assessed area, and faculty will determine which SLO(s) to assess and the assessment approach (e.g., measurement tool, such as survey, artifact rubric). Assessment Ambassadors will be recruited from faculty teaching courses in the General Education Areas being assessed. Faculty for all courses in the area being assessed will make available results/artifacts/outcomes addressing the SLO(s). Assessment Ambassadors will review materials, discuss results, and collaborate with area faculty to make recommendations. The Executive Director of General Education (EDGE) and Program Area Chair (PAC) of General Education will coordinate this process and complete a brief report documenting the findings to be shared with the campus community. This work will be aligned with the Guiding Principles on General Education Assessment (principles approved in governance February 2023).

1. The Structure of General Education: Curriculum and Learning Outcomes: Structured by the General Education Statement and Broad Learning Goals, WSU’s general education model includes four columns, with 2-4 areas under each column where specific courses are placed, and each area contains learning outcomes and practice standards.

2. Proposed Timeline and Supports: General education areas will be formally assessed on a four-year cycle, with areas in one column assessed each year. Our guiding principles state that there will be adequate resources,

time, and professional development provided for participating adjunct and tenure/tenure-track faculty and staff by facilitating reflection and conversation across disciplines. Time, support, and resources should be provided for faculty leaders (see item #3 on Assessment Ambassadors below) to meet at common times during the semester for discussion, community, and professional development: these common meeting times will also serve as a space for official assessment work.

Support for Continuous Improvement and Annual Conference: As one way to support this work, SCORE recommends a general education on-campus conference be held each year, ideally in May. An annual general education conference would serve as an important occasion for faculty to gather regularly beyond the assessment cycle, as research suggests that assessment work is more productive when it happens regularly in community alongside informal conversation about teaching.[4] This conference (along with other common meeting times devoted to assessment) will also serve as a space for community and professional development. Topics for discussion could include how classes are going, pedagogical issues in general education, outcomes, consideration of assessment methods, equitable assessment, and scholarship on assessment practices. If faculty are interested, an opportunity for faculty collaboration and assessment work will also be offered in January.

SCORE also recommends additional meetings be scheduled as needed to support ongoing assessment work for faculty in specific areas, and across the columns. The feedback gathered will support the general education committee and Assessment Ambassadors as they make recommendations about SLOs to be assessed and general education revisions.

3. Assessment Ambassadors recruited from Area Faculty: Each year, faculty members teaching courses in the Gen Ed Areas being assessed that year will be recruited to serve as Assessment Ambassadors (and earn .5 credit/approximately 20 hours of work per semester). Assessment Ambassadors will only work within the area in which they teach during the assessment period. The EDGE and PAC will determine the representative number needed for each area and will recruit the appropriate number of Assessment Ambassadors in collaboration with the General Education Committee. Assessment Ambassadors will be recruited from the areas being assessed to continue the work during the semester. Assessment Ambassadors will be expected to maintain strict confidentiality and will receive support from the EDGE and PAC in maintaining this expectation.

Assessment Ambassadors will meet monthly, with additional meetings occurring during the two weeks after the end of the spring semester, and they will assist in the implementation of assessment, which involves collaboratively training on the assessment methods (e.g.,surveys, rubrics, other), reviewing artifacts/instrument results, discussing the results, and making recommendations, such as future professional development, which SLOs to assess, and/or changes for the next time that area is assessed. During a May on-campus conference, or the semester following the evaluation, Assessment Ambassadors will lead a meeting for all faculty teaching in the area to reflect on the results. The Executive Director of General Education (EDGE) and Program Area Chair (PAC) of General Education will assist in this process and complete a brief report documenting the findings to be shared with the campus community.

4. Measurement of Specific Learning Outcomes: For the first cycle of assessment, at least one semester prior to an area's assessment, the General Education Committee will call a meeting of faculty teaching in the area, and participating faculty, in consultation with the General Education Committee, will determine which

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[4] Carpenter, Rowanna L. and Celine Fitzmaurice. "Assessment and Faculty Support: Fostering Collegial Community to Strengthen Professional Practice." *The Journal of General Education*, vol. 67 no. 1, 2018, p. 90-108. Project MUSE

SLO(s) to be assessed and determine varied assessment approaches (measurement tool, such as survey, artifact rubric). Thus, faculty teaching in the area will determine and be aware beforehand of the SLO for which student results/artifacts will be collected and the manner of assessment (e.g., rubrics will be available). If artifacts are used, and if requested by the instructor, support will be provided to help them identify an assignment appropriate for artifacts. This approach will allow for instructor level flexibility and guidance on the "size" of the artifact. In subsequent years, the General Education Committee, in consultation with faculty from each area, will determine if the assessed SLO(s) and assessment approach should be changed, and if change is deemed appropriate, will again do so in consultation with faculty teaching in the area.

In accordance with SCORE approved guiding principles of assessment, it is important that assessment work be faculty driven. Collaboration with EDGE and PAC will help ensure that faculty have the support and information they need so that assessment work being done in each area is informed by the work of the General Education Committee and that key components of general education (such as active learning, writing and speaking, etc.) are assessed regularly. It is recommended that no more than two outcomes and/or standards will be formally assessed during each cycle.

5. Data Collection (e.g., artifacts, results): Faculty for all courses in the area being assessed will make available results/artifacts/outcomes addressing the SLOs; however, there will be occasions when only a random sample is used for review. Prior to the start of an assessment cycle, faculty for all courses in the area being assessed will be given the SLO(s) being assessed, and will be invited to an optional meeting before the start of the semester. Artifacts may vary depending on the class and/or discipline; EDGE and PAC will ensure results/artifacts do not contain identifying information of students prior to being shared with Assessment Ambassadors. In accordance with SCORE's guiding principles on assessment approved by governance, information will be presented in the aggregate so that no individual faculty or courses can be identified, to keep the focus on our shared responsibility for improving student learning in general education.

6. Data Review: Data (e.g., de-identified student artifacts) will be organized by EDGE and PAC and provided to the area Assessment Ambassadors for their review. Assessment Ambassadors will review data/artifacts and summarize key points in a way that does not identify individual courses nor faculty. The Assessment Ambassadors and the General Education Committee, if appropriate, will make preliminary suggestions for needed improvements (i.e.,in the areas of instruction, the general education model/area description/SLOs, or assessment procedure) and possible resources needed for continuous improvement of teaching and learning in general education at WSU. Recommendations for changes to learning outcomes and assessment approaches will also be considered at this time. At no time will data be made available to persons or committees other than the Assessment Ambassadors and members of the General Education Committee.

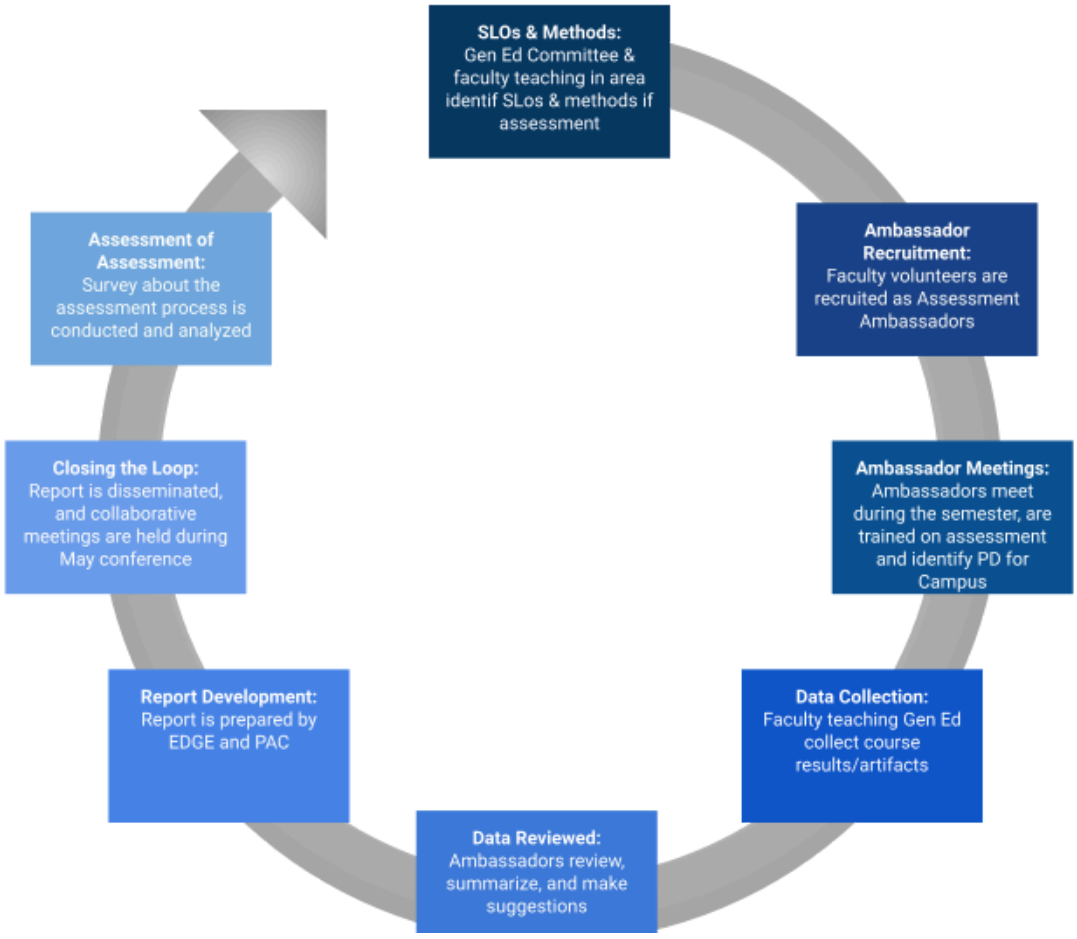
7. Report: EDGE and PAC finalize the assessment report based on Assessment Ambassadors' work in a way that does not identify individual faculty or individual courses. Outside of the report, instructors may ask for results for courses/sections they have taught. This information will not be available to anyone but the teacher of record. Thus, at no time can assessment data from this process be used to evaluate an individual faculty member. The report will be disseminated to the campus by email and will be housed on the General Education Committee's webpage. The report will include an overview of strengths and areas requiring additional focus.

8. "Closing the Loop" Dissemination of Report of Results and Recommendations: Reports will be shared with faculty teaching in the areas. Using focus groups/working meetings of the faculty in each area, a plan for improvement (including resources) would be agreed upon by the group working on it, and put into the report prepared by the EDGE. Potential changes to Specific Learning Outcomes, Practice Standards, and changes to

assessment approaches will be considered at this time and proposed to the Gen Ed Committee. Summary Reports should also be shared more broadly with the campus community.

9. Assessment of Assessment: The assessment process will also be reviewed annually using a survey of faculty participating in that year's assessment cycle. This will be conducted by the EDGE and PAC, and reviewed by the General Education Committee.

The Assessment Cycle



Information for Construction Crews

Everything you need to know about how to develop a course for the New General Education program, and how to get paid to do it can be found in this link:

https://docs.google.com/document/d/1MqN2211s7eguzJayvuc2FVKsTV6LOhvrACnUuVJI8ks/edit?usp=sharing

SCORE's Charge

Proposal: Special Committee On ReformingGeneral Education(SCORE)

Charge: The Special Committee On ReformingGeneral Education (SCORE)will be responsible for reimagining and redesigning general education at Westfield State University. SCORE is charged with establishing a process for their work that is collaborative and inclusive, and any recommendation from the committee will be submitted to the All University Committee for full consideration by the governance process.When appropriate, SCORE will consult with the leadership of the University Efficiency Analysis Advisory Committee and will take their recommendations into account. SCORE is established as a Special Committee under the provisions of the Collective Bargaining Agreement. SCORE's tasks are focused on making recommendations on a new general education program.

SCORE will:

Develop a framework for a general education program that students will complete as part of their (undergraduate) degree requirements, with a goal of no more than 40 credit hours.

Develop a guide, with collaboration with the campus community,for the assessment of what we want our students to learn in their general education coursework.

Recommend a process and timeline for populating the new general education program with existing and new courses.

Recommend a structure for how the new general education program will be coordinated and assessed.

Committee Structure:

- 12 MSCA members (broad representation from different domains of knowledge as stipulated by New England Commission of Higher Education (NECHE), and at least 1 MSCA Librarian)
- 5 Presidential appointees from Academic Affairs with at least 2 being APA members.
- 2 students

SCORE Summer 2024 Membership

Academic Departments

Shirley Acquah, Associate Professor of Communication (Spring 2021-present)
Heidi Bohler, Professor of Sports Medicine and Human Performance (Fall 2022-present)
Alina Gross, Program Area Chair Liberal Studies, Assistant Professor Geography, Planning and Sustainability (Spring 2021-present)
Brooke Orr, Professor of History (Spring 2021-present)
Tim Parshall, Professor of Environmental Science (Spring 2021-present)
Jamie Rivera, Associate Professor of Nursing (Spring 2022-present)
Lynn Shelley, Professor of Psychology, SCORE Co-chair (Spring 2021-present)
Kimberly Sherman, Chair of Management and Marketing, Faculty Center Coordinator (Spring 2022-present)
Elizabeth Starr, Professor of English (Spring 2021-present)

Student Representatives

Gage Glanville, Student Government

Academic Affairs

Beverly Army Williams, Executive Director of General Education and High Impact Practices (Fall 2023-present)
Megan Kennedy, Educator Preparation, Accreditation and Outreach. SCORE Co-Chair (Spring 2021-present)

Center for Student Success and Engagement

Kristie Knotts, Assistant Director of the Banacos Academic Center (Spring 2021-present)
Nicole West, Director, Course Achievement, Retention, & Engagement Center (Spring 2021-present)
Catherine Savini, Reading and Writing Center and Writing Across the Curriculum Coordinator, Professor of English (Spring 2021-present)

Library

Corinne Ebbs, Librarian, Head Education Resource Center (Spring 2021-present)

Enrollment Management

Emily Gibbings, Associate Director of Admissions (Spring 2022-present)

Past Members:

Enrique Morales-Diaz, Tom Raffensperger, Andy Bonacci, Christopher Masi (Spring 2021)
Margot Hennessy, (Spring 2021-Fall 2021)
Jennifer Hanselman, Susanne Chuku (Spring 2021-Fall 2022)
Ruth Kurniawati, (Fall 2022-Spring 2023)
Brian Jennings (Spring 2021-Spring 2023)
Sonya Lawson, Professor of Music (Summer 2023-Spring 2024)
Past Student Members: Lyric Lamagdelaine ‘22 Cameron Kelleher ‘21, Emily Fluet, ‘23, Christopher Lannan ‘25, Sarah Harrington, ‘24

Community Engagement

Date	Type of Event	Event	Participants
June 2021	Faculty Survey 1	Faculty Survey about Core and General Education	79 Respondents
Sept 2021	Opening Day Town Hall- Zoom	Overview and Orientation of SCORE work and Survey Results from First Faculty Survey	About 50 attendees
Sept 2021	Coffee Hour	In-Person Listening Session to receive feedback about Design and Process Principles	About 18 attendees
Sept & Oct 2021	2 Zoom Listening Sessions	Zoom Listening Sessions to receive feedback about Design and Process Principles	18 Faculty and Librarians
Oct & Nov 2021	23 Meetings With Departments and 2 Program Areas	SCORE members met with 25 Departments/Programs to hear ideas and concerns about new gen ed (mostly in-person, but some on zoom)	93 Faculty
Sept 2021	Speaker Series	Heather Lettner-Rust, Sharon Emerson-Stonnell, Longwood College	24 participants
Oct 2021	Speaker Series	Bradly Knight & Cynthia Bair Van Dam, American University	35 participants
Nov 2021	Speaker Series	Kris Wobbe, Worcester Polytechnic Institute	24 participants
Jan 2022	Speaker Series	Paul Hanstedt, W&L University	52 participants
Jan 2022	2 Focus Groups	Discussed Hanstedt talk about Rationale for General Education and Possible Models (zoom) *(paid participants)*	25 Participants + 10 SCORE members
Jan 2022	**Governance**	**Progress Report 1 presented at AUC**	
Feb & March 2022	4 Working Meetings	Zoom meetings where we edited our Statement on General Education and used Jamboards to prepare Broad Learning Goals.	48 Faculty Attendees + 14 SCORE members
Feb 2022	**Governance**	**Progress Report 1 presented at UCC & Endorsed**	
Mar 2022	Faculty Survey HIPs Spring '22	Faculty Survey on High Impact Practices	107 Faculty
Mar 2022	**Governance**	**Progress Report 2 presented at AUC**	
April 2022	**Governance**	**Progress Reports 1 & 2 presented at SGA**	
April 2022	Student Survey 1	Student Experiences with Core Curriculum and suggestions for change	189 Students
April 2022	**Governance**	**Progress Report 2 presented at UCC & endorsed**	
May 2022	End of Semester Town Hall	Shared General Education Statement and Broad Learning Goals with Campus Community at a meeting that was both in-person and on zoom	96 Attendees
June 2022	Survey of Department Chairs	19 Chairs representing 21 departments completed a survey about major/program requirements and reasons for requirements- accreditation	19 Chairs
July 2022	Working Group on First Year Seminar	Working group researched and prepared a presentation about the HIP First Year	6 Faculty -Librarians

Date	Type of Event	Event	Participants
July 2022	Working Group on Writing Intensive	Working group researched and prepared a presentation about the HIP Writing Intensive *(paid participants)*	5 Faculty
July 2022	Working Group on ePortfolios	Working group researched and prepared a presentation about the HIP ePortfolios *(paid participants)*	5 Faculty
July 2022	Working Group on Learning Communities	Working group researched and prepared a presentation about the HIP Learning Communities *(paid participants)*	5 Faculty
Aug 2022	Working Group on Assessment	Working group researched and prepared guidelines for SCORE about how to do Assessment in Gen Ed *(paid participants)*	5 Faculty + 3 SCORE members
Aug 2022	Working Group on JEDI	Working group researched and prepared guidelines for SCORE about how to infuse Gen Ed with JEDI *(paid participants)*	6 Faculty
Aug 2022	Working Group on Collaborative Projects	Working group researched and prepared guidelines for SCORE about how to include collaborative projects in Gen Ed *(paid participants)*	3 Faculty Members
Sept 2022	Opening Day In-Person & Zoom	Shared General Education Statement and Broad Learning Goals with Campus Community at a meeting that was both in-person and on zoom	127 Faculty, Staff, and Administration, attendees
Oct 2022	Meeting with Associate Deans and Registrar	Score Co-chairs met with the 4 Associate Deans and the Registrar to gather feedback on the model and process of Gen Ed Reform	5 Administrators + 2 SCORE members
Oct 2022	23 Meetings With Departments - Divisions	SCORE members met with 23 Departments/Programs to hear ideas and concerns about SCORE's proposed model of gen ed	154 Faculty and Librarians
Nov 2022	4 Listening Sessions	2 zoom and 2 in-person Listening Sessions to hear feedback about SCORE's Proposed Model of Gen Ed	15 Attendees + 10 SCORE members
Nov 2022	1 Student Focus Group	Student Focus Group *(paid participants)* to Hear Ideas about Gen Ed, Needs in the first year, interests in gen ed	10 students
Nov 2022	**Governance**	**Progress Report 3 to AUC**	
Dec 2022	Board of Trustees Meeting	Model Shared at Board of Trustees Meeting,where Trustees, President, Representatives from Academic Affairs and Guests were present	7 Trustees + 9 Others
Jan & Feb 2023	**Governance**	**Progress Report 3 presented at UCC & Endorsed**	
Jan 31 & Feb 1 2023	2 World Café	Brainstormed Specific Learning Outcomes, shared food and beverages (supported by Davis Education Foundation Grant)	35 Attendees
Jan 2023	4 School Chair Meetings	SCORE Co-chairs attended all School Chairs Meetings to discuss and seek feedback about In-Major Components of General Education	3 Deans, 21 Department and Program Area Chairs
Feb 2023	2 Working Meetings	SCORE members and Faculty met on zoom to refine the SLOs Proposed During World Cafe (participants were paid; supported by Davis Education Foundation Grant)	33 Attendees
Feb 2023	**Governance**	**Progress Report 3 Endorsed by AUC**	

Date	Type of Event	Event	Participants
March 2023	Domain Week (3 Meetings)	Discipline Specific Meetings held on Zoom to refine and finalize Specific Learning Outcomes (participants paid; supported by Davis Education Foundation Grant)	28 Attendees
March 2023	Speakers to Launch FY Journey Course Construction	Germán Mora and Kendall Kennison Presentated: Teaching First-Year Seminars at Goucher College: Reflections and Insights	27 Attendees + event recorded and shared
March-May 2023	FY Journey Course Construction Crew	Working Group that will prepare Syllabi to be submitted to governance for First Year Journey Academic Inquiry (participants paid)	32 faculty
May 2023	**Governance**	**Progress Report 4 Endorsed by UCC & AUC**	
May 2023	PD-Conference	PD Days Mini-Conference - 3 days of campus experts offering PD to campus community	~105 faculty
May 2023	Construction Crews	Faculty collaborating to determine the contents of *First Year Journey,* and to prepare new courses to teach in the area of *First Year Journey. (12 possible meetings)* (Stipends provided)	~36 faculty
Jun 2023	Construction Crews	Faculty collaborating to prepare new courses to teach in the new program of general education (Stipends provided)	~ 20 faculty
August 2023	Construction Crews	Faculty collaborating to prepare new courses to teach in the new program of general education (Stipends provided)	~20 faculty
August 2023	Faculty Survey August '23	Faculty Survey on Area Titles, Proposed Guidelines, PD, Assessment	90 Faculty
August 2023	Chairs Workshop	Conducted a workshop for department chairs and administrators. Sharing model, learning outcomes, and soliciting concerns	45 Faculty and administrators
Sept - Nov 2023	Department Visits	SCORE members met with 23 Departments/Programs to discuss the roll out of the new gen ed, and ways that SCORE can support Departments and faculty	146 faculty
Oct 2023`	Coffee Hour	SCORE hosted a coffee hour at the faculty center to listen and answer questions	~30 faculty & staff
Oct 2023	**Governance**	**Progress Report 5 Endorsed by UCC**	
Oct 2023	**Governance**	**Progress Report 5 endorsed by AUC**	
Oct-Dec	PD Workshops	PD Opportunities in writing, information literacy literacy (*paid participants for deliverables)*	10 faculty
Oct 2023	CSSE	SCORE Leadership visited CSSE Meeting and Listen to feedback and answer questions	41 staff
Nov 2023	SGA	SCORE Leadership visited SGA	~ 48 students
Nov 2023	5 Student Focus Groups	Student Focus Group *(paid participants and leaders)* to Hear Ideas about Gen Ed, Needs in the first year, interests in gen ed	> 50
Dec 2023	**Governance**	**Progress Report 6: Curriculum Requirements endorsed by AUC**	
Jan 2024	**Governance**	**Progress Report: Curriculum Requirements endorsed by UCC and AUC**	

Date	Type of Event	Event	Participants
Jan 2024	Winter PD Workshops	Three days of campus experts offering PD workshops held on Zoom to the campus community. (paid workshop leaders and participants for deliverables)	~75 faculty
Jan 2024	All Chairs meeting	Provided SCORE updates to Department Chairs	~30 faculty and administrators
Feb 2024	**Governance**	**Progress Report 6: Transfer Policy, Transition Policy endorsed by APC and AUC**	
Feb 2024	Student Affairs	SCORE Leadership visited Student Affairs Meeting and Listen to feedback and answer questions	6 staff
March 2024	Chairs	The EDGE conducted in-person meeting with Chairs Regarding FYJ and scheduling of Fall 2024 courses	12 Attendees
March 2024	FYJ	PAC sponsored 2 in-person FYJ Construction Crew Meetings (paid participants)	10 Attendees
March 2024	(2 Zoom Meetings)	Listening Meetings for Feedback on Assessment Plan	25 Faculty, 4 SCORE
April 2024	Chairs	SCORE and Chairs In-Person Meeting about University Requirements Completed in the Major (Exploring Writing in the Major and Integrative Experience)	8 chairs, + 6 SCORE, including 2 SCORE members who are Department Chairs
April 2024	All Faculty	2 Assessment Meetings - reviewing and editing assessment plan	30 faculty, 5 SCORE
May 2024	PD Conference Open to All of Campus	May PD Days - 3 days of campus experts offering PD to campus community(paid workshop leaders and participants for deliverables)	26 Sessions run by WSU Faculty, Librarians, Staff, 68 Attendees
June 2024	Speaker Open to Campus	Tenacious Reflection," a presentation by Dr. Amy Hodges Hamilton, University Capstone Coordinator, Belmont University.	45 attendees in person and on Zoom