* General Education Competencies at Wake Forest

Presentation to
The Chairs of Wake Forest College
April 15, 2014
* Provide a recommendation based on what I have learned from you.
* My recommendations are based on:
  * Current best practices in assessment.
  * Outcomes as defined during Chair’s Retreat in May 2013
  * Conversations with each of you during meetings with individual departments/programs
* General Education **Requirements** at Wake Forest:
1. English 111
2. FYS 100
3. Health & Exercise Science
4. One 200-level Foreign Language Course
5. Humanities - 2 courses
6. Literatures - 1 course
7. Fine Arts - 1 course
8. Social Sciences - 2 courses
9. Math & Natural Sciences - 2 courses
10. Cultural Diversity - 1 course
11. Quantitative Reasoning - 1 Course

*Establishing Common Language*
SACS Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which students have attained them.
Our conversation needs to turn from the fine details of the requirements to the broad strokes of the competencies.
Identify the measurable concepts that comprise the Liberal Arts Education provided to all students at Wake Forest through the general education curriculum required of all undergraduates.
*The Risk* - Without specifying programs, courses, and/or departments, do some become vulnerable?

* This answer to this question should be a resounding **NO**!

*The Reward* - creating an assessment process that illuminates that which makes a Wake Forest Education unique!

**Your Goal in this Process**
There are two primary approaches

* **Standardized Tests** - these likely will not align well with your curriculum nor the specifics of your competencies.

* **Rubrics** - used to assess student work produced by students in relevant courses. This is commonly referred to as authentic assessment.
* The VALUE Rubrics
  * 16 rubrics created for use in the assessment of various common student learning outcomes.
  * These documents were shared with you following the individual

* LEAP Essential Learning Outcomes
  * Outcomes identified to prepare students for “twenty-first century challenges.”
  * This document was shared with you by Jay Ford at last year’s retreat.
# Identifying Competencies

<table>
<thead>
<tr>
<th>Student Learning Outcomes Assessed by VALUE Rubrics</th>
<th>Civic Engagement</th>
<th>Creative Thinking</th>
<th>Critical Thinking</th>
<th>Ethical Reasoning</th>
<th>Inquiry &amp; Analysis</th>
<th>Literacy</th>
<th>Global Learning &amp; Information Literacy</th>
<th>Interdisciplinary Learning</th>
<th>Intercultural Knowledge</th>
<th>Life-long Learning</th>
<th>Literacy &amp; Learning</th>
<th>Learning Communication</th>
<th>Oral Communication</th>
<th>Quantitative Literacy</th>
<th>Quantitative Problem Solving</th>
<th>Reading Literacy</th>
<th>Written Communication</th>
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<tbody>
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<td><strong>LEAP Outcome</strong></td>
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In order to make the most of our time together at the Chair’s Retreat, please:

* consider which of these outcomes are addressed in the courses in your Divisions and

* send your responses to Kara Penfield (penfielk@uwf.edu) by Tuesday, May 7