In conjunction with our reaccreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) the committee is working to develop an assessment plan for our current general education curriculum. We will be working closely with many faculty and the Office of Institutional Research. The first step is to identify the goals of the curriculum and the learning outcomes. We have taken the language adopted by the faculty that appears in the current catalog (reference pages 45-46) and recast it into the format below. Our next step will be to tackle the challenges of determining assessment methodology and deciding on frequency of assessment. We present this for information and implicit endorsement so we can move ahead with our work. Please feel free to refer questions to anyone on the committee.

**General Education Curriculum at Richmond**

**Goals**

From the catalog, page 45:

“… a general education curriculum has been designed:

- To provide a stimulating and challenging introduction to collegiate life through a First-Year Core Course
- To establish the basic prerequisites of productive scholarship through a set of communication skills requirements
- To familiarize students in a meaningful way with some of the major approaches to intellectual and cultural life through a series of field-of-study requirements”

**Learning Outcomes**

The curriculum is organized into three components, one for each of the stated goals. The learning outcomes are associated with each component and hence support the corresponding goal.

**First-Year Core Course - Learning Outcomes**

(These outcomes are taken from an assessment plan developed for the Core Course.)

1. Students will develop knowledge and understanding of different ways in which thinkers and writers have interpreted human experience
2. Students will develop an ability to engage and compare texts critically through reading, and writing, and discussing.

**Communication Skills - Learning Outcomes**

1. Demonstrated skill in expository writing
2. Demonstrated skill in oral communication
3. Mastery at the intermediate level of a second language
From the catalog, page 45:
“… the faculty expects each student to develop skills in expository writing, oral communication, and a second language.”

**Fields of Study - Learning Outcomes**
A student taking a field-of-study course should be able

1. To identify typical questions within the associated field
2. To describe and/or use methods that attempt to answer the questions

From the catalog, page 48:
“These courses are intended to familiarize students with the kinds of questions raised by scholars within each of these groups, and with the methods by which scholars try to answer such questions.”