Well-Being as an Essential Outcome for General Education

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& Bringing Theory to Practice

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How should students be different by the time they leave from when they entered?
AAC&U’s Essential Learning Outcomes

• Knowledge of Human Cultures & Physical & Natural Worlds
  • Content areas
• Intellectual & Practical Skills
  • Inquiry & Analysis
  • Critical & Creative Thinking
  • Written & Oral Communication
    • Reading
    • Quantitative Literacy
    • Information Literacy
  • Teamwork & Problem-solving
• Personal & Social Responsibility
  • Civic Knowledge
  • Intercultural Knowledge
    • Ethical Reasoning
    • Lifelong Learning
• Integrative & Applied Learning
  • Personal Growth & Development/ Well-Being
• Bringing Theory to Practice
• (http://www.bttop.org/)
• 300 funded campuses over 10+ years
• Well-Being Initiative (2013-15)
  • 29 institutions – examined programmatic interventions and effects on students’ well-being
• 2016-2018: 15 campuses examining well-being & underserved students
Eudaimonia = Living and Doing Well

Educating the mind without educating the heart is no education at all.
— Aristotle

curiano.com
“You’re asking people to be involved. They love that – it’s part of our human nature. People want to be asked to do something bigger than themselves.” (NY Times, 5/16/14)

- Jane Kleeb
  (Bold Nebraska Initiative)
“We break the boundaries between research and teaching, student and teacher, living and learning…[Goal is to] to instill...students an appreciation for the human condition, a concern for the public well-being, and a life-long commitment to learning” – William & Mary

“We’ll help you realize a life well-lived—one defined by a love of learning and service to others” – Creighton Univ.

[The University] dedicates itself to the intellectual, cultural, and personal growth of all its members – Kean University

“We foster personal growth w/in an environment in which every individual matters.” Indiana State University

“We instill desire for lifelong learning & love of knowledge” Chattanooga State CC
### Connecting Experiences to Outcomes

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<th>Dominican Experience</th>
<th>DUC Learning Outcomes</th>
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<tbody>
<tr>
<td>• Integrative Coaching</td>
<td>• Exploration and Acquisition of Knowledge</td>
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<tr>
<td>• Community Engagement</td>
<td>• Development of Intellectual, Artistic, and Professional Skills</td>
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<td>• Digital Portfolio</td>
<td>• Practice of Civic Skills and Social Responsibility</td>
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<td>• Signature Work</td>
<td>• Cultivation of Well-Being</td>
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Can you measure this?

- Flourishing Scale (Corey Keyes, Emory University)
  - + emotions
  - + psychological functioning
  - + social connections

- Carol Ryff, U. of WI-Madison
  - Personal Growth
  - Autonomy
  - Self Acceptance
  - Purpose in Life
  - Positive Relationships
  - Environmental Mastery

- UPenn Positive Psychology Center:
  [http://ppc.sas.upenn.edu/resources/questionnaires-researchers](http://ppc.sas.upenn.edu/resources/questionnaires-researchers)
“It's like a joy that comes over you because all of a sudden you're studying, and you're going over it, and you're going over it, and all of a sudden, it's like a light comes on...”

“I'm not only motivated by...how I can make the world better just solely by myself, but ...more so how I can do that and help...other people...so we can benefit each other...And I think that's...what motivates me. It's just like wholesome goodness.”

I grew up thinking that I couldn't be here, but here I am now doing all this, and so it made me realize my self-worth, and that I could ask abstract questions, and I could go out and find answers to them, and then tell other people about it...
And it helps give you a sense of self-worth so that way it's not just, hey, I got to do something; it's I want to do something, and I want to make a difference in the world.
Those [engaged] activities provide relationships, and a lot of the time, especially with professors, you build a nice personal relationship, and then they can guide you beyond just that class...
…my curiosity is what is going to keep me going from now until…graduation…. [College has] helped me learn that… I'm inquisitive enough to keep pursuing what I really want to do.
- Sense of Purpose
- Belonging
- Self-Authorship
- Flourishing
- Hope
- Resilience
- Self-Confidence
- Thriving
- Depression
- Anxiety
- Stress
- Languishing
- Drug and Alcohol Use
- Isolation
Getting at Well-Being Through Design Thinking: Empathy
Reflect on a time when you encountered a problem while traveling…

- What happened?
- How did you feel?
- How did you solve the problem?
- Who was there to help you?
- What would have made the experience better?
When have you discovered something exciting while traveling?
How might these feelings relate to what students experience on campus?

What have you learned from your travels that suggest ways to support student well-being on campus?
Discussion Questions

• In what ways does your campus seek to foster student development, growth, &/or well-being?

• What are the ways in which specific learning experiences contribute to students’ personal growth and development? How does it...
  o help students find a sense of purpose or meaning?
  o encourage their empowerment to lead or take ownership of their learning?
  o contribute to a sense of belonging?

• How might that sense of growth, purpose, or meaning be made more explicit to students in GE?