

# FHSU General Education Committee

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## Minutes

### Meeting Called by

Bradley Will, Chair

**Date:** Thursday April 4, 2019

**Time:** 3:30-4:30

**Location:** Smoky Hill Room

### Members

Douglas Drabkin (AHSS)

Marcella Marez (AHSS)

Jessica Heronemus (BE)

David Schmidt (BE)

Sarah Broman (Ed)

Kevin Splichal (Ed)

Trey Hill (HBS)

Glen McNeil (HBS)

Joe Chretien (STM)

Tom Schafer (STM)

Robyn Hartman (Lib)

Helen Miles (Senate)

Adam Schibi (SGA)

Cheryl Duffy (Goss Engl)

Tanya Smith (Grad Sch)

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3:31 (1 minute) All members were present with the exception of Hill, Marez, McNeil, and Schibi. Heronemus was serving as proxy for Hill and Marez, and Miles was serving as a proxy for McNeil. Determined that a quorum was met.

3:32 (78 minutes) Our work turned this week to thinking through a set of policies and procedures for FHSU CORE outcomes assessment. The first question taken up was whether assessment data would have to be submitted with the same deadline as semester grades (noon on Monday after exam week). It was decided by a vote of 13 in favor, 1 against, that CORE outcome assessment grades will be due each semester 48 hours after course grades are due. Although it will be possible for faculty members to submit outcome assessment grades early, before the end of classes, it was thought that some of our colleagues would appreciate the extra time to complete this extra work, particularly if some of the data would be generated through final exams late in exam week. This led to a discussion of the additional work that the FHSU CORE is inevitably going to require of faculty members. Chair reminded the committee that there is no real way to avoid this additional work; our accrediting body, the Higher Learning Commission, requires assessment data, and so we will comply, one way or another. A third question concerned what can and cannot be said about the procedures for CORE program data entry and access. The committee decided unanimously to leave this matter vague and dependent upon the university's adoption of a new learning management system. A fourth question was what university policy should be for dealing with faculty members who don't turn in assessment data, or who don't take assessment seriously. It was decided that policy of this sort belongs, if anywhere, under *quality control*, which will be a different section of the CORE policies and procedures. An updated version of our proposed CORE policies and procedures is appended below. This document will be sent to faculty senate for approval.

4:50 (3 minutes) The final topic of discussion concerned what needs to be done before the start of the fall semester to see that faculty review panels are in place and departments know what to do to make their courses CORE-ready. Nothing in particular was decided, but it was clear that much of this coordination will be happening at the level of the department chairs.

4:53 Meeting ended. The committee will next meet on Thursday December 6 at 3:30 in the Trails Room of the Union.

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Submitted by D. Drabkin, Recording Secretary



## **Appendix:**

### **FHSU CORE Program Policies and Procedures**

***Approved by the General Education Committee, 3/28/19 and 4/4/19***

***Not yet approved by Faculty Senate***

#### **DEFINITIONS:**

- COMMON LEARNING OUTCOMES: a term used by the Higher Learning Commission, FHSU's accrediting body, to identify the measurable general-education achievements attained by graduates of an institution
- GOAL: an achievement attained by meeting objectives
- OBJECTIVE: a benchmark all students are expected to achieve
- OUTCOME SET: a group of common learning outcomes organized under an objective, typically fulfilled by a specific course.
- RUBRIC: a document identifying the standards for proficiency used in assessing the level of student achievement of particular outcomes
- MODE OF INQUIRY COURSE: an FHSU CORE course that fulfills the outcome-set for one of the six Modes of Inquiry identified under objective 2.1
- GENERAL EDUCATION COMMITTEE: the Provost's committee that oversees FHSU general-education programs and makes recommendations to the Academic Affairs Committee

#### **GENERAL POLICIES:**

- Candidates for bachelor's degrees are required to fulfill all FHSU CORE common learning outcomes, unless they qualify for the Transfer and Articulation General Education Program, the Bachelor of

General Studies General Education Program, or the International Partnerships General Education Program.

- FHSU CORE common learning outcomes are fulfilled by successful completion of approved courses.
- At this time, the following outcome sets are satisfied by these courses, pending review:

Outcomes 1.1-B:

COMM 100 Fundamentals of Oral Communication

Outcomes 1.2, and 2.1-C:

Any one of the following, MATH 101 Liberal Arts Mathematics, or MATH 110 College Algebra, or MATH 130 Pre-Calculus Mathematics, or MATH 234 Analytic Geometry and Calculus I, or MATH 331 Calculus Methods

Outcomes 1.3:

INF 101 Introduction to Computer Information Systems

Outcomes 1.5 1–2:

PHIL 100 Critical Thinking

Outcomes 3.1-A:

HHP 200 Personal Wellness

Outcomes 3.1-B:

FIN 205 Theory and Practice of Personal Finance

- Outcome 2.1-D.3 (Natural Scientific Mode of Inquiry) must be satisfied by a lab or field course of at least 1 credit hour in addition to and separate from the course that satisfies outcomes 1 and 2 of Objective 2.1-D.
- Outcomes for Objective 1.4, Information Literacy, are to be fulfilled by a sophomore or junior level course—ideally, but not necessarily, from the student’s major program of study.
- Outcomes for Objective 1.1-A and outcome 3 for Objective 1.5 (discipline-specific criticism of the student’s own reasoning) are to be fulfilled by an upper-division course—ideally, but not necessarily, at the senior level from the student’s major program of study.
- ENG 101 English Composition I and ENG 102 English Composition II are required prerequisites for all courses fulfilling outcomes for Objective 1.1-A. Therefore, ENG 101 English Composition I and ENG 102 English Composition II are included among the courses necessary for fulfilling the FHSU CORE requirements.

### **POLICIES FOR ASSESSMENT OF LEARNING OUTCOMES:**

- Because the Higher Learning Commission—the accrediting body for Fort Hays State University—requires the University to report student achievement of Common Learning Outcomes, student achievement for each FHSU CORE learning outcome must be assessed and reported to the office of Institutional Effectiveness and Quality Improvement.
- Each course designated as satisfying FHSU CORE outcomes must have specified the assignment whereby students will demonstrate their proficiency with the outcomes satisfied by the course. Additionally, each course must have specified a rubric whereby faculty can measure student achievement on each relevant outcome.

- All faculty teaching courses that fulfill FHSU CORE Outcomes will use the FHSU CORE Assessment Rubric associated with their course to measure the outcome achievement of each student completing the course with a passing grade.
- Faculty will be able to enter assessment data at any point in the semester. The deadline for faculty to report FHSU CORE Assessment Data will be 48 hours after the deadline to report final grades for the semester.
- Two courses—ENG 101 English Composition I and ENG 102 English Composition 2—contribute to, but do not ultimately fulfill FHSU CORE Learning Outcomes. Assessment for these courses will continue to use the established biennial pre- and post-test writing assessment and Paired T-Test statistical analysis to measure student progress toward the relevant outcomes.

### **TENTATIVE PROCEDURE FOR ASSESSMENT OF FHSU CORE LEARNING OUTCOMES:**

- *Currently, FHSU is reviewing learning-management systems and assessment-reporting systems. That review will directly determine the procedure for reporting assessment data. Until the review is complete, this plan can only be considered tentative.*
- *Lacking a new LMS and assessment-reporting system, a tentative procedure utilizing the Tiger Central system is in development.*

### **POLICIES FOR COURSE PROPOSAL:**

- FHSU CORE course proposals must include the specific assignment used to measure student achievement of each learning outcome within the FHSU CORE outcome set. Proposals must also include the rubric used to assess student achievement on the applicable CORE outcomes.
- Some FHSU CORE outcome sets are articulated such that they can be attained through a number of different courses with significantly different content and subject matter. FHSU will offer multiple different opportunities whereby students can fulfill these outcomes and meet the associated FHSU CORE requirements.

Departments are encouraged to submit proposals for courses to fulfill outcome sets for the following objectives:

Objective 1.1-A: Written Communication AND

Objective 1.5, Outcome 3: Critical Thinking (see General Policies above)

Objective 1.4: Information Literacy (see General Policies above)

Objective 2.1-A: Aesthetic Mode of Inquiry

Objective 2.1-B: Historical Mode of Inquiry

Objective 2.1-D: Natural Scientific Mode of Inquiry

Objective 2.1-E: Philosophical Mode of Inquiry

Objective 2.1-F: Social Scientific Mode of Inquiry

Objective 3.2: Intercultural Competence

Objective 3.3: Engaged Global Citizens

- A department is limited to offering courses that satisfy outcomes sets from no more than 2 Modes of Inquiry.
- A course can fulfill more than one outcome set. However, no course will be certified to fulfill the outcome sets for more than one Mode of Inquiry.

- Courses that satisfy requirements for the FHSU CORE can also satisfy degree-program requirements.
- Proposals for courses fulfilling outcome sets under Objective 1.1-A Written Communication, Objective 1.4 Information Literacy, Objective 1.5 Critical Thinking (outcome 3), Objective 2.1 Knowledge of the Liberal Arts, Objective 3.2 Intercultural Competence, and Objective 3.3 Engaged Global Citizens will be reviewed by Faculty Review Panels made up of no fewer than three faculty members appointed by and reporting to the General Education Committee. Panels will judge whether proposed assignments demonstrate students' fulfillment of outcomes, and make recommendations to the General Education Committee regarding FHSU CORE course proposals
- Faculty Review Panels will be available to work with faculty and departments on the development of assignments and rubrics, and to give clarification and guidance for revision and development of FHSU CORE course proposals.

### **PROCEDURE FOR COURSE PROPOSAL:**

- When a department seeks approval for a course to fulfill a CORE outcome set, the department initiates the course proposal, either as a Significant Course Change or as a New Course. The proposal must include the assignments and rubric described in the Policies for Course Approval.
- The Director of General Education will direct the proposal to the appropriate Faculty Review Panel.
- The Faculty Review Panel can advise the department on revisions or improvements and will generate a review letter to be submitted to the General Education Committee.
- The General Education Committee will review the proposal and generate a review letter for the Faculty Senate Academic Affairs Committee.
- A department can revise its proposal for reconsideration by the General Education Committee.