

FHSU General Education Committee

Minutes

Meeting Called by

Bradley Will, Chair

Date: Monday October 2, 2017

Time: 3:30-4:30

Location: Rarick 205

Members

Douglas Drabkin (AHSS)

Marcella Marez (AHSS)

Jessica Heronemus (BE)

David Schmidt (BE)

Kevin Splichal (Ed)

Teresa Woods (Ed)

Trey Hill (HBS)

Glen McNeil (HBS)

William Weber (STM)

Tom Schafer (STM)

Robyn Hartman (Lib)

Helen Miles (Senate)

Adam Schibi (SGA)

Cheryl Duffy (Goss Engl)

Kenton Russell (FYE)

Tanya Smith (Grad Sch)

3:32 (1 minute) All members were present with the exception of Schmidt, Splichal, Woods, Schafer, and Russell. Miles served as proxy for Schafer, and Drabkin served as proxy for Splichal. Paul Lucas returned as an observer.

3:33 (49 minutes) McNeil and Miles led the committee through an examination of past and current practices in the staffing and teaching of our Personal Wellness course, HHP 200, a required course in the current general education program. There was a time, not long ago, when the university offered roughly 14 sections of this course per semester taught by 10 or 11 different instructors. The results were uneven, and there were calls for making improvements. What is done now is this: 11 sections are offered in the fall semester, and 8 or 9 sections in the spring. Four instructors teach two or more sections in any given semester. One of the four instructors leads the other three and sees to it that they all agree on content and pedagogy and that quality is maintained. (Currently the lead is Anita Walters.) Another change is that now all of the instructors want to teach the course; they aren't having their arms twisted to do it. The course is taught with two lectures and one lab/workout per week. The lectures have roughly 70 students per section. And texts are continually being updated semester-to-semester with open educational resources (OERs). In general, the Health and Human Performance department is pleased with the results. Discussion of the presentation focused on points of clarification. Q: How is the course taught online if there is a lab/workout component? A: The lab/workout component is modified or dropped altogether. Q: Could class size be increased beyond 70? A: No – that would make in-class discussion/interaction unwieldy. Q: Is there discussion/interaction when the course is taught online? A: No – that's been dropped. Q: Have measurable learning outcomes like the ones we've been talking about for the past few weeks been developed for the course? A: Yes – five measurable learning outcomes have been formulated in draft form (and a handout was made available for the committee's consideration). Q: One of these outcomes is to "develop the

characteristics of a healthy individual”; does this mean that one of the measurable learning outcomes for the course is for the student to become more healthy? A: Sort of – it at least means that the student is to be better equipped to become healthier. This led to reflections on our Fall 2016 discussion of Objective 3.3: Ethical Judgment, and the ways in which this outcome for HHP 200 is similar to and different from the outcome of making people, in some sense, more ethical.

4:22 (20 minutes) The second item addressed in the meeting was a sudden discovery made by Sangki Min and others who are attempting to meet the requirements for the AQIP report due in January 2018: that the university has yet to do something important that it promised to do, apply an agreed-upon measurable-learning-outcomes standard to a representative sampling of graduating seniors to demonstrate that we are doing good work and deserve to be recognized as an accredited institution of higher education. (“AQIP” stands for “Academic Quality Improvement Program” and is the Higher Learning Commission path that FHSU has adopted for its accreditation.) In an effort to make amends and show that we are finally getting around to this aspect of our AQIP responsibilities, Chair asked Duffy to do what she could to round up 30 examples of 2016-2017 senior-level writing from various departments and evaluate them using selected points from the newly minted rubric for Outcome #1 that has been developed by the university’s Writing Across the Curriculum committee. The idea is not to do anything deceptive here. The AQIP people will be told that we are developing a measurable-learning-outcomes rubric and piloting it. But, here’s the thing: this needs to happen now – this week, next week at the latest. ***She asks, pretty please, if anyone would be willing to serve as readers of these essays.*** And she is offering \$100 of Goss Chair funding to anyone who agrees to help. Hartman and Lucas have agreed to help, but more volunteers are needed.

4:42 Meeting ended. The next meeting will be Monday October 9 at 3:30 PM in Rarick 205. Topic: the measurable learning outcomes being proposed for the social science mode of inquiry.

Submitted by D. Drabkin, Recording Secretary

