

Meeting Agenda: General Education Committee  
April 24, 2014

1. Approval of March Minutes
  2. Understand Wellness Concepts
  3. Communicate Effectively
  4. Revised General Education Program Evaluation Rubric
  5. Old/New Business
- 

Current Criteria:

**Goal VI**  
**Understand Wellness Concepts**

***Criteria***

Students at Arkansas Tech who complete the wellness general education requirement will:

1. Describe the current wellness/fitness status of the population.
  2. Identify ways to improve wellness status.
  3. Explain the benefits of a healthy lifestyle.
- 

See back for "Communicate Effectively"

## Goal II

### Communicate Effectively

#### Written Communication

##### **Criteria**

Students at Arkansas Tech who complete the written communication general education requirement will:

- a. Gather thoughts and present them in a cohesive, written manner.  
(Criterion Service: Organization and Development)
- b. Synthesize information into a collective argument.  
(Criterion Service: Style)
- c. Use proper grammar.  
(Criterion Service: Grammar, Usage and Mechanics)

#### Oral Communication

##### **Criteria**

Students at Arkansas Tech who complete the spoken communication general education requirement will:

- a. Verbally present thoughts in an organized manner.
- b. Speak with confidence on a variety of subjects.
- c. Adapt to multiple audiences including a professional audience.

Approved  
9-29-14

The Minutes of  
**THE GENERAL EDUCATION COMMITTEE**  
OF  
**ARKANSAS TECH UNIVERSITY**

The General Education Committee met Thursday, April 24, 2014 at 1:00 p.m. in Rothwell 308.  
The following were present:

- Dr. Erin Clair
- Dr. Cheryl Chaney
- Dr. Theresa Herrick
- Dr. Justin Killingsworth
- Dr. J.J. Mayo
- Ms. Karen Riddell
- Dr. Joseph Swain

Absent: Dr. Jackie Bowman, Mr. Zack Crossett, Ms. Gwen Faulkenberry, Dr. David Roach and Ms. Jennifer Saxton

Guests: Dr. Monica Varner and Mr. Wyatt Watson

Call to Order Dr. Swain called the meeting to order and asked for approval of the March 19th minutes. Dr. Mayo made a motion to approve. Dr. Chaney seconded. Motion approved.

Understand Wellness Dr. Swain asked Dr. Mayo to speak to the committee on the Understanding Wellness goal. Dr. Mayo distributed a handout to the committee of the Understanding Wellness Goal with criteria and how these criteria are measured. Dr. Mayo told the committee that the sub-committee had discussed removing the word "Wellness" from the criteria "Students at Arkansas Tech who complete the wellness general education requirement will:", but the committee discussed this and decided it should be left in since that is still part of the requirement. The committee discussed how this goal was being measured. Dr. Mayo reported that they are still using course embedded measures, but the courses are not part of the General Education curriculum. The degree programs are assessing activity courses in both Health and Physical Education and Recreation and Parks. The committee wanted to know if these activity courses were in all of the programs. They are not, but a variety of majors do take these courses.

Wyatt Watson asked if pre-test and post-tests were needed on this goal. He did not feel that pre-tests were needed for this since the goal states that they "understand wellness"; it does not require that they learn this from Tech. They may already have this knowledge when they get to Tech. Dr. Varner thought that both pre and post-

tests were required for some courses, such as the STEM courses, but would not be required for this goal.

Dr. Varner suggested the committee recommend taking the Understand Wellness Concepts out of the General Education Goals and add to the University's Strategic Plan, she believes the goal is consistent with the university value of "Attention to individual students that nurtures personal growth and lifelong success." (Strategic Planning, Core Values). Since the Physical Education courses are no longer required as General Education courses, measuring this goal as General Education curriculum is not feasible. The assessment of the Strategic Plan Core Value could be assessed by university offices, such as the Fitness Center, and co-curricular programs, like intramurals. Wyatt commented that Student Services would be able to provide assessment information in regard to this. The committee wondered if removing this from the General Education Goals would be bad image-wise for the university, but Dr. Varner did not think so, since it would be a Core Value of the university.

Dr. Swain asked if the committee wanted to make a recommendation that the Understand Wellness Concepts be removed from the General Education Goals and added to the Strategic Plan Core Value. The committee agreed, Dr. Swain made the motion. Dr. Clair seconded the motion. Motion passed.

#### Communicate Effectively

The committee then discussed the Communicate Effectively goal and the current criteria of collecting data for both oral and written communication. Since data collection for oral communication is very low, the committee discussed whether to continue with both tracks. Mr. Watson pointed out to the committee that the current goals that were approved in the 2006-07 year and are listed in the General Education section of the Undergraduate Catalog, just say "communicate effectively" and don't specify written and oral. The Scientific Reasoning is broken down in to two sections of "scientific" and "quantitative" reasoning, so both sets of data would have to be assessed, but Communicate Effectively is not. Dr. Varner questioned how many opportunities the freshmen and sophomore students had to practice oral communications and the committee then discussed the fact that Speech 1003, can be used to satisfy the speech communication requirement, but it doesn't require that students give oral speeches. The committee decided to leave the criteria as is and collect both oral and written data at the local level where course objectives can be used to assess and can be seen through curriculum mapping, but combine the data at the University level.

## Program Eval Rubric

Dr. Varner shared with the committee that she intended to take the HLC criteria and make sure that everyone was aware of what was expected under the new HLC guidelines. She said that the continuous improvement evidence must be linked to the assurance evidence. After distributing a copy of the revised “General Education Program Evaluation Rubric”, Dr. Varner pointed out that it had been revised from the 28 original questions down to 11. She then went over the form and informed the committee of what evidence would need to be provided for each question.

1. **General Education program is based on a coherent rationale and reflects the central educational values and commitments of our institution.** Evidence of this will be in the Strategic Plan.
2. **Curriculum decisions are grounded in our institutional mission statement, or institution’s history and traditions, and the characteristics of the students we serve.** Evidence of this is in the mission statement.
3. **General Education program is expressed primarily as a set of clear and concise goals for student learning and development.** Evidence of this is in the General Education goals which are on the website on both the Assessment page and the General Education page.
4. **Commonality in the undergraduate experience is achieved by requiring students to complete many of the same courses. These courses are aligned and have been designed to assure coherence and integration.** This will be evidenced by curriculum mapping of the General Education program.
5. **General Education program is continually improved in response to student learning and student reactions, observations of faculty, periodic evaluation, and renewed vision of institutional mission.** This will be evidenced by the General Education Committee meeting minutes and by peer review reports.
6. **Faculty are provided General Education faculty development and program training.** This will be evidenced by training sessions through the Center for Excellence in Teaching and Learning such as General Education training in the New Faculty Orientation and Assessment training for current faculty.
7. **All General Education course syllabi include general education outcomes and describe opportunities for student learning.** This will be evidenced by collecting course syllabi.
8. **General Education departments participate in the assessment process and provide assessment results for all**

**courses.** This will be evidenced by having 100% of courses in CPGE. A Gen Ed compartment will be set up in TracDat for uploading documents.

- 9. Departments and faculty are provided useful General Education course assessment peer review feedback.** The General Education Evaluation form will serve as evidence.
- 10. Academic Affairs, colleges, departments, faculty, and relevant stakeholders are provided useful General Education Program evaluation peer feedback.** The General Education Evaluation form will serve as evidence, and the General Education and Assessment web pages.
- 11. General Education program has clear articulation agreements with other institutions.** This will be evidenced by the ADHE matrix.

The committee discussed the changes of the General Education Program Evaluation form and agreed with all the changes made. Dr. Swain made a motion to approve the revised form. Dr. Clair seconded. Motion passed.

Old/New Business

Dr. Swain reminded the committee that this would be his last meeting since his appointed time was up. The committee thanked him for serving as chair this year. Dr. Mayo will serve as Chair beginning in August.

Adjournment

The meeting adjourned at 2:10 p.m.

Student Learning Criteria

General Education Outcome

**Wellness Concepts:**

1. Students will define wellness.
2. Students will indicate how an activity relates to their definition of wellness.
3. Students will determine if an activity they chose to engage in during college is something they wish to pursue after experiencing it.
4. Students will define how they practice wellness as a college student.
5. Students will indicate how they will practice wellness after graduation.



**Arkansas Tech University**  
**General Education Program Evaluation**  
**Continuous Improvement in Student Learning from the General Education Curriculum**

**General Education Program will:**

- A. Align with university mission and purposes.
- B. Promote student development, diversity, and life-long learning.
- C. Develop clear and concise General Education student learning outcomes.
- D. Align General Education curriculum with student learning.
- E. Develop and review the General Education Assessment planning process.
- F. Develop and implement the General Education Assessment process.
- G. Determine if all General Education academic departments participate in the evaluation of student learning, assessment planning, and assessment implementation.
- H. Determine if all General Education courses submit assessment data.
- I. Determine if assessment results are utilized for continuous improvement planning by General Education academic departments.
- J. Determine if all courses continue to satisfy General Education requirements.
- K. Have an active and engaged General Education Committee.
- L. Provide departments and faculty useful General Education course assessment peer review feedback.
- M. Provide Academic Affairs, colleges, departments, and faculty useful General Education Program assessment peer review feedback.

**Peer Review Evaluation:**

Rate the General Education Program; choose a number from 1 to 5. The scale represents 1 strongly disagree, 2 disagree, 3 undetermined, 4 agree and 5 strongly agree. Your response should reflect if the campus General Education program process is achieving the General Education program outcomes.

- 1. General Education program is based on a coherent rationale and reflects the central educational values and commitments of our institution.

1                      2                      3                      4                      5

Evidence:

- 2. Curriculum decisions are grounded in our institutional mission statement, or institution's history and traditions, and the characteristics of the students we serve.

1                      2                      3                      4                      5

Evidence:



3. General Education program is expressed primarily as a set of clear and concise goals for student learning and development.

1                      2                      3                      4                      5

Evidence:

4. Commonality in the undergraduate experience is achieved by requiring students to complete many of the same courses. These courses are aligned and have been designed to assure coherence and integration.

1                      2                      3                      4                      5

Evidence:

5. General Education program is continually improved in response to student learning and student reactions, observations of faculty, periodic evaluations, and renewed vision of institutional mission.

1                      2                      3                      4                      5

Evidence:

6. Faculty are provided General Education faculty development and program training.

1                      2                      3                      4                      5

Evidence:

7. All General Education course syllabi include general education outcomes and describe opportunities for student learning.

1                      2                      3                      4                      5

Evidence:

8. General Education departments participate in the assessment process and provide assessment results for all courses.

1                      2                      3                      4                      5

Evidence:

9. Departments and faculty are provided useful General Education course assessment peer review feedback.

1                      2                      3                      4                      5

Evidence:

10. Academic Affairs, colleges, departments, faculty, and relevant stakeholders are provided useful General Education Program evaluation peer feedback.

1                      2                      3                      4                      5

Evidence:

11. General Education program has clear articulation agreements with other institutions.

1                      2                      3                      4                      5

Evidence:

<b>Total Score:</b>	<b>Academic Year:</b>
<b>General Education Committee Members:</b>	
<b>General Education Program Recommendations:</b> Provide General Education program recommendations, specify category 1 through 9 and provide recommendations which will assist in the improvement of the General Education Program.	
<b>General Education Committee Feedback:</b>	

## Goal VI

# Understanding Wellness Concepts

### **Criteria**

Students at Arkansas Tech who complete the wellness general education requirement will:

1. Describe the current wellness/fitness status of the population.
2. Identify ways to improve wellness status.
3. Explain the benefits of a healthy lifestyle.

### **Health and Physical Education**

#### *Measures*

After reviewing course syllabi and tests that are currently used in the Health and Physical Education (HPE) Department, as well as information from the *Healthy People 2010 Report* and other initiatives, the HPE Department faculty proposed five questions in three broad areas (current wellness/fitness status of the population, how to improve wellness status, and the benefits of a healthy lifestyle) to be used as a direct measure. The five questions are:

1. The three leading causes of death in the United States are
  - a. cancer, diabetes, and cirrhosis
  - b. hypertension, stroke, and heart disease
  - c. heart disease, stroke, and cancer
  - d. diabetes, osteoporosis, and cirrhosis
2. Approximately what percentage of Americans are not regularly physically active?
  - a. 20%
  - b. 30%
  - c. 60%
  - d. 80%
3. In designing a personal fitness program, one should consider the F.I.T.T. principle. For what does the acronym, F.I.T.T. stand?
  - a. flexibility, interest, tension, and tone

## Recreation and Parks Department

### Questions

At Dr. Holeyfield's request, the Recreation and Parks faculty developed these five questions to assess how successfully their activity courses impart wellness concepts.

1. Define wellness.
2. How do you practice wellness as a college student?
3. How do you plan to practice wellness after graduation?
4. How does this activity class relate to the concept of wellness?
5. Why did you choose this activity class?

### Administration

These questions were administered in the final exams of activity courses in the Recreation and Parks Department. Data is collected in binary form and linked to each student's T-number. Activity courses in the HPE Department that have provided information include:

#### Activity Courses in PE, RP and WS:

- RP 1002 – Backpacking
- RP 1011 – Sport Hunting
- RP 1021 – Boating Education
- RP 1031 – Introduction to Mountain Biking
- RP 1041 – Principles of Fishing

## Indirect Measures

The American College Health Association/National College Health Assessment Survey that is administered annually by the school nurse has been collected as an indirect measure. This data has yet to be analyzed.

Tech Fit usage has been collected as an indirect measure. This data must be collected in raw form, resulting in a laborious process of transcribing the data from computer printouts organized by student name to a spreadsheet organized by student T-number. Results are collected every semester, with approximately 1500 individuals being identified and transcribed for each. Below is a sample of the raw data (with student names blanked out).