

## Karen Riddell

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**From:** Jerry Mayo  
**Sent:** Wednesday, April 22, 2015 12:05 PM  
**To:** Karen Riddell; Brooke McMillan; Cheryl Chaney; Dave Roach; Gwen Faulkenberry; Jacqueline Bowman; Jeremy Schwehm; Justin Killingsworth; Nancy Cox; Patrick Hagge; Theresa Herrick  
**Subject:** Reminder--- GEC meeting tomorrow

Hello all,

We only have one key item to discuss tomorrow. Look forward to seeing everyone at 9 am. Let me know if there are questions.

### April GEC Meeting Agenda

1. Call to Order
2. Approval of minutes from December 1<sup>th</sup>, 2014
3. New Business
  - a. Curriculum Committee comments concerning 2014 Annual Report
  - b. Meeting times
  - c.
4. Adjourn

Thanks --

JM

Approved  
9-16-15

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

The General Education Committee met Thursday, April 23, 2015 at 9:00 a.m. in Rothwell 208.  
The following were present:

Dr. Jackie Bowman	Dr. J.J. Mayo
Ms. Cheryl Chaney	Ms. Karen Riddell
Dr. Patrick Hagge	Dr. David Roach
Dr. Justin Killingsworth	Dr. Jeremy Schwehm

Absent: Ms. Nancy Cox, Ms. Gwen Faulkenberry, Dr. Theresa Herrick and  
Ms. Brooke McMillan

- Call to Order            Dr. Mayo called the meeting to order and asked for approval of the December 1, 2014 minutes. Dr. Chaney made a motion to approve the minutes, Dr. Killingsworth seconded. Motion carried.
- Annual Report            Dr. Mayo distributed a copy of the General Education Committee 2014 Annual Report that was sent to the Curriculum Committee and told them that the Curriculum Committee had some questions about the report. One of the questions they had was regarding recommendation #3 that the Wellness Concepts goal be moved to the University Strategic Plan. The Curriculum Committee wanted to know how Wellness Concepts was going to be assessed at the University level. Dr. Mayo commented that some of the Curriculum Committee members also had concerns that the general education courses they taught did not meet all of the general education goals. Dr. Mayo and Dr. Bowman, who are also on the Curriculum Committee, said they explained that not all general education courses have to meet all general education goals. The committee discussed ways to possibly better communicate the assessment of the goals and decided to create a curricula map of the general education courses and what goals each mapped to. Dr. Killingsworth suggested that it be more general than listing every course. For example, showing that arts and humanities courses would map to certain goals and science courses would map to different goals. Hopefully, doing this would keep the map to a one page document. Dr. Killingsworth volunteered to get started working on that and then send to the committee to work on next year. Ms. Riddell commented, and Dr. Bowman agreed, that the committee had worked on something similar to that several years ago. Ms. Riddell said she would find those documents and send them to Dr. Killingsworth. Dr. Bowman said that she and Dr. Chaney would be around during the summer and would be available to help with this if needed.

Other Business

Dr. Mayo distributed a memo concerning course redesign and a proposal that "since course redesign has been identified as a good solution for reducing the number of DFWI's in critical general education courses that the university considers allowing professors who teach those courses to apply for curriculum development money". Dr. Bowman and Dr. Chaney said they have a meeting coming up with Dr. Underwood in Academic Affairs and would speak with him about this to see if there would be support for this from administration and then the committee could possibly send it to the Faculty Senate.

Meeting Time

The committee discussed meeting times and whether there was a better solution for finding a time that everyone could meet. Dr. Mayo mentioned that Dr. Herrick was unable to attend due to having a class at this time. The committee agreed that this was a common problem for most committees. Ms. Riddell told the committee that she had asked about the possibility of having a time set aside for the General Education Committee to meet, as some of the other committees have, but was told that there were too many committees to have a set time for them all.

Adjournment

The meeting adjourned at 9:25 a.m.

Memorandum

To: Curriculum Committee

From: General Education Committee Chair, Dr. Joseph Swain and Dr. Monica Varner, Director of Assessment and Institutional Effectiveness

Topic: General Education Program Recommended Changes and Annual Report

Date: June 4, 2014

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Dear Curriculum Committee:

Please review the following proposed changes to the General Education Goals which have been approved by the General Education Committee. Every five years the General Education Committee is required to lead a focus review of the General Education Goals, and make necessary changes to the General Education Program Goals (General Education Committee Responsibilities, October 21, 2008). Please consider the following changes. At the completion of your review and approval, please forward this memo to the Faculty Senate for approval, who shall forward the recommendations to the Vice President of Academic Affairs for approval.

**General Education Committee: Recommendation 1**

On January 27, 2014, the General Education Committee unanimously approved the new criteria for the General Education Goal, Civic Involvement. The criteria sub-committee developed the following criteria.

Civic Involvement: New Criteria

1. Students will reflect on how their attitudes and beliefs are different from diverse others and what they have learned about self and diverse others from the service experience.
2. Students will identify and apply knowledge (concepts, facts, and theories) from the course to make relevant connections to civic engagement.
3. Students will provide evidence of experience in civic involvement activities.
4. Students will effectively communicate civic involvement experiences from an objective perspective.
5. Students will demonstrate leadership of civic action and achievement of civic purpose.

(Note: The Civic Involvement General Education Learning Outcome was approved during the 2012-2013 academic cycle. The General Education Committee postponed the development of specific criteria until they completed a review of civic learning best practices.

<http://www.aacu.org/value/rubrics/civicengagement.cfm>)

On February 27, 2014, the University Assessment Committee reviewed the criteria for Civic Involvement. The Assessment Committee supports the changes as proposed by the General Education Committee.

### **General Education Committee: Recommendation 2**

On March 19, 2014, the General Education Committee unanimously approved the revised criteria for the General Education Goal, Ethical Perspective. The criteria sub-committee developed the following revised criteria.

#### Demonstrate Ethical Perspective: New Criteria

1. Students will consider issues through well-established ethical and moral traditions.
2. Students will demonstrate ethical self-awareness.
3. Students will demonstrate an understanding of different ethical perspectives.
4. Students will recognize ethical issues.
5. Students will apply ethical perspectives.
6. Students will evaluate different ethical perspectives.

(<http://www.aacu.org/valup/rubrics/ethicalreasoning.cfm> )

#### Demonstrate Ethical Perspective: Old Criteria (Report on General Education Assessment, February 2009)

1. Exhibit integrity and reliability in individual action and institutional activities.
2. Practice principle-centered leadership
3. Demonstrate responsibility when interacting with new technologies and information.

### **General Education Committee: Recommendation 3**

On April 24, 2014, the General Education Committee unanimously approved the recommendation to move Wellness Concepts to the University Strategic Plan, under the university value, "attention to individual students that nurtures personal growth and lifelong success." In 2012-2013, the General Education Committee dropped courses related to wellness due to the 120 hour degree policy. The General Education Committee believes this goal will be addressed more effectively by the university as a whole including services offered by the university fitness center, intramural sports, nutritional choices in the cafeteria, and other fitness and wellness activities and courses which are provided for students by the university.

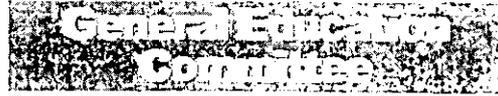
On April 30, 2014, the Director of Assessment and Institutional Effectiveness shared the following proposed changes with the Vice President of Academic Affairs. The General Education Committee exercises oversight for the general education program, while collaborating with administration, to assure the production of an effective General Education program. (General Education Committee Purpose, October 21, 2008).

### **General Education Committee: Annual Report**

The following is an annual summary/report of the General Education Committee action items and initiatives for academic cycle 2013-2014. On September 13, 2013, the committee approved adding AGBU 2063 and AGBU 2073 to the General Education curriculum, on November 19, 2013, the committee approved the Course Program General Education (CPGE) Assessment system form which was developed by the Office of Assessment and Institutional Effectiveness. The form is designed to assist

faculty with CPGE Assessment system set up, the form can be found on the General Education Committee webpage. On January 27, 2014, the committee approved the General Education Evaluation form developed by the Office of Assessment and Institutional Effectiveness. This form assists the General Education Committee with their oversight of the General Education Program. The form provides a General Education Program assessment process to help the committee determine the effectiveness of the program including the monitoring of the General Education Goals, the assessment of the General Education Program, review and or recommended proposals, the consideration of proposals for removal which no longer fit the General Education Goals and program, and the publically articulating the purpose, content, and intended learning outcomes of general education. (General Education Committee Responsibilities, October 21, 2008). On March 19, 2014, the committee approved an ETS Proficiency Profile Assessment Proposal from the Office of Assessment and Institutional Effectiveness. The proposal requested adding a global general education assessment instrument for future implementation. The university presently utilizes ETS for education majors/programs and other disciplines. No further plans or processes were discussed, the committee will revisit the ETS General Education Assessment global initiative during the next academic cycle. On April 24, 2014, the committee approved the revised General Education Evaluation form from the Office of Assessment and Institutional Effectiveness. The form was reduced to 11 criteria, includes specific assessment processes, and the types of general education and student learning evidence to be collected. A copy of the evaluation form can be found on the General Education Committee web page. This summary will be shared with the "Vice President of Academic Affairs, the Faculty Senate, the Curriculum Committee, and the Assessment Committee" (General Education Committee Purpose, October 21, 2008).

Please don't hesitate to contact Dr. J.J. Mayo, General Education Committee Chair for academic cycle 2014-2015 and Dr. Monica Varner, Director of Assessment and Institutional Effectiveness for additional information.



# Memo

**To:** [Recipient Name]  
**From:** [Your Name]  
**cc:** [Name]  
**Date:** [Click to select date]  
**Re:** [Subject]

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A major concern coming out of the recent evaluation by the Higher Learning Commission (HLC) was the number of courses with large numbers of (Ds, Fs, Withdrawals, and Incompletes) DFWI's. The university chose to work on this issue by establishing the Gateway to Completion (G2C). The most promising solution that has come out of the G2C committee to solve this problem is course redesign. Course redesign requires a large investment of faculty time and effort for which there is currently no form of compensation.

We propose that since course redesign has been identified as a good solution for reducing the number of DFWI's in critical general education courses that the university considers allowing professors who teach those courses to apply for curriculum development money. They would have to develop a proposal outlining the changes they want to make to the course and report back on how those changes affected the DFWI's in the course. An excellent committee to oversee these curriculum development grants might be the Assessment Committee.

Sent to Dr. Killingsworth 4-23-15

QUESTION TEXT	ARTS HUMANITIES	COMM EFF	THINK CRIT	ETHICAL	SCI REASON	QUANTITATIVE REASON	WELLNESS
Decision Making			Y		Y		
Scientific Method			Y		Y		
Identify an Underlying Argument		Y	Y				
Epidemiology					Y		Y
Using Formulas			Y		Y	Y	
Make Reasonable Inferences from an Argument		Y	Y				
Understand the Current Wellness/Fitness State	Y						Y
Graphical Interpretation			Y		Y	Y	
Drawing Conclusions		Y	Y				
Assess the Quality of Evidence			Y	Y	Y		
Design a Personal Fitness Program					Y		Y
Power of Scientific Process					Y		
Identify the Thesis and Conclusions in an Argument		Y	Y				
Improve Personal Wellness Status			Y				Y
Creating Mathematical Models		Y	Y			Y	
Understand Benefits of a Healthy Lifestyle				Y			Y
Not Applicable							

basically  
Gen Ed  
or  
adv. transfers

← 37 lower division  
hours at ATU

threshold  
(60%) ?

SUBJ_CODE	CRSE_NUMB	Q1_TEXT	Q2_TEXT	Q3_TEXT	Q4_TEXT	Q5_TEXT
BIOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
BIOL	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	1114	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
CHEM	2124	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1004	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
GEOL	1014	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
HIST	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
HIST	2013	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
MATH	1003	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
MATH	1113	Decision Making	Using Formulas	Graphical Interpretation	Graphical Interpretation	Creating Mathematical Models
PHSC	1013	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
PHSC	1053	Scientific Method	Scientific Method	Drawing Conclusions	Power of Scientific Process	Scientific Method
POLS	2003	Identify an Underlying Argument	Make Reasonable Inferences from an Argument	Assess the Quality of Evidence	Identify the Thesis and Conclusions in an Argument	Not Applicable
WS	1002	Epidemiology	Understand the Current Wellness/Fitness State	Design a Personal Fitness Program	Improve Personal Wellness Status	Understand Benefits of a Healthy Lifestyle

A Suggestion for the Assessing and Evaluating of whether or not Our Students Meet the General Education Goals

General Education Goals  →	General Education Core Classes Where These Knowledge and Skills Are Developed  →	General Education Assessments that Measure the Attainment of These Goals  →	At this point and after these common assessments that everyone takes in the General Education Core, we can say that all our students are <b><i>"Proficient"</i></b> (or <i>some other descriptive term</i> ) as it relates to our General Education Goals. They have reached an <b><i>"Acceptable"</i></b> level at this point concerning General Education Goals after completing the General Education Core and by completing these assessments.	Value-added in the Major Specialization (e.g., accounting, history, physical education, science, English, art, etc.)  →	Ways in which General Education Goals are further Developed as Necessitated by Major Field.  →	At graduation, we can say that certain majors have emphasized and have added value to their meeting of the General Education Goals based on their <b><i>"specialized"</i></b> training in their respective field. It would be easy to argue this based upon the major field needs as expressed by professional groups. Therefore, some students are now <b><i>"Advanced"</i></b> (or <i>some other term</i> ) in their attainment of our General Education Goals based upon the requirements in their respective fields. Some have reached an <b><i>"Exceptional"</i></b> level at this point concerning certain General Education Goals.
1. <i>Apply Scientific and Quantitative Reasoning</i>	For example BIOL 1014, BIOL 1114, CHEM 1114, CHEM 2124, GEOL 1004, GEOL 1014, PHSC 1013, PHSC 1053; all emphasize this general education goal.	In these general education classes, all students complete a scenario where they must analyze a particular study following the scientific method.		Look at which of these "General Education Goals" that each of our respective Accrediting Agencies, Professional Groups, etc. value as far as different major fields are concerned.	For example, Science and Math Accreditation agencies in particular emphasize this, and we should be able to easily demonstrate this "value added" emphasis in these fields.	
2. <i>Communicate Effectively</i>	For example, in the English Comp. classes, students are taught how to communicate effectively in writing.	Students are assigned an essay in which they are graded upon grammar usage and mechanics, style, and organization and development.			I would suspect that most specialized fields would emphasize this in some unique fashion (e.g., written, verbal, visual, etc.).	
3. <i>Demonstrate Ethical Perspectives</i>						
4. <i>Develop Knowledge of the Arts and Humanities</i>						
5. <i>Think Critically</i>						
6. <i>Understand Wellness Concepts</i>						