

HUMBOLDT STATE UNIVERSITY
University Senate

**Resolution Approving Program Student Learning Outcome for
General Education and All-University Requirement**

13-16/17-GEAR – March 7, 2017 – Second Reading

RESOLVED: Approval of an overarching GE Program SLO, as presented below and applied to the GE program in satisfaction of EO 1061¹ & 1100² in addition to the unique Diversity and Common Ground (DCG) requirements at HSU.

¹EO 1061: Graduation Requirements in United States History, Constitution and American Ideals

²EO 1100: General Education Breadth Requirements

Proposed GE Program Über SLO

The General Education Program at Humboldt State University is designed, in concert with the major, to ensure that all graduates have attained the knowledge, skills, experiences, and perspectives necessary to achieve the HSU Baccalaureate Student Learning Outcomes.

Upon completion of the General Education Program students will be able to:

- Communicate effectively through oral, written, and quantitative methods.
- Demonstrate the ability to locate, assess, and employ information relevant to the discipline, approach, or method.
- Demonstrate depth of knowledge of United States history and politics.

They will apply these skills to:

- Critically evaluate information through methods of thoughtful inquiry.
- Analyze and consider diverse, multicultural, and interdisciplinary perspectives.
- Apply knowledge to principled action and professionalism across disciplines.

The diversity of thought fostered by the GE Program enhances the knowledge and abilities developed within the major program to assure graduates have made noteworthy progress towards becoming truly educated persons.

RESOLVED: A charge be given to the GEAR committee regarding the development of detailed assessment plans, crafted in collaboration with key GE faculty and members of ICC. An Appendix is included to summarize this charge.

RESOLVED: This GE reform and adoption of an overarching GE SLO would transpire without forcing current GE courses to go through a re-certification process through the ICC, which is in accordance with the Strategic Plan on better coordination and integration of academics.

RATIONALE: General Education All-University Requirement outcomes are too numerous (currently 39 in total) to allow for meaningful ongoing assessment. Therefore, the General and All-University Requirements (GEAR) committee was formed in order to provide a forum in which

General Education (GE) assessment, planning, and general oversight could be discussed and managed in a consistent manner. The primary task of the committee included the clarification and revision of the HSU's GE student learning outcomes (SLO) and the assessment of student learning. Committee members strived to streamline the SLOs so faculty and students could universally apply them to a broad array of discipline specific content.^{1,2} The committee also sought to identify a central component of student learning that all GE courses could support and enhance. The result was the **GE Program SLO**, seen above.

A companion proposal outlines area-specific SLOs that simultaneously satisfy Executive Orders (EO) 1061 & 1100. The purpose of the proposed GE Program Über SLO is to facilitate assessment of GE as a program at the university level. The content of the area-specific SLO would not be assessed at the university level as the GEAR committee recommends assessment of this content at the department level or instructor level. The GE Program Über SLO can be broken into three main components where assessment is concerned. The first component comprises the core competencies and LEAP learning outcomes, which have not been numbered to avoid prioritization. The GEAR committee proposes, with input from faculty, we use the American Association of Colleges and Universities Valid Assessment of Learning in Undergraduate Education (AACU VALUE) rubrics as templates to create appropriate assessment tools for the HSU GEAR program. The second and third components are related to the American Institutions and DCG requirements, thus faculty input will be solicited to craft appropriate assessment tools. Each of these components will be addressed in detail upon approval of this resolution in full collaboration with the ICC and invested faculty members.