FYE Motions

General:

The motions are mostly independent of each other, but optimally designed to work together. The motions will be voted on independently from each other. The results of this discussion and vote will be forwarded to the GECC and the curriculum committees for further discussion and approvals.

The general plan for improving the FYE courses has the following steps:

1. Obtain general consensus on the motions from the Governing Faculty
2. Send agreed upon motions to the individual unit curriculum committees for discussion and approval
3. Select the coordinator and meet with FYE faculty to set goals and outcomes
4. Develop an assessment plan to measure goals and outcomes
5. Commence the resubmission process for all FYE courses to align with goals, outcomes, and assessment. The purpose of the resubmission is not to eliminate courses, but to get the courses aligned with faculty-approved changes in the FYE Courses.

Motions with Rationale:

1. Appoint a faculty member to be coordinator of the FYE courses and who reports to the proposed General Education director.

This person should be a faculty member who has taught FYE course(s) and has a passion for developing, coordinating, and assessing FYE courses.

2. Reduce the number of required Gen Ed learning outcomes from 5 to 3.

As general education courses have only 3 required outcomes, reducing the required number of outcomes for FYE makes FYE courses in line with other general education courses.

3. Identify 3 Gen Ed learning outcomes required for FYE courses. Faculty choose 2 of the 3 outcomes from these 3 required outcomes (see item 4). Then they choose the 3rd outcome from the other General Education learning outcomes.

As students take only one FYE course, the FYE courses should have some consistency in goals and learning outcomes. These choices should help reduce the hypervariability among FYE courses.
4. Recommend the following 3 Gen Ed learning outcomes as the required outcomes from which to choose 2:

- **GELO 5:** Produce competent written work.
- **GELO 10:** Use multiple perspectives and methodologies to analyze real or hypothetical problems.
- **GELO 12:** Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc., in increasingly broad spheres of influence.

These three Gen Ed learning outcomes (GELOs) are part of the 5 original FYE learning outcomes and provide the general view of what FYE is meant to accomplish.

5. Identify 1 common FYE learning outcome unique to all FYE courses (not currently one of the Gen Ed learning outcomes (GELOs)).

Having one unique learning outcome for all FYEs will help reduce the hypervariability between courses by creating a commonality among the courses. This unique learning outcome will improve assessment of FYE course effectiveness. The learning outcome should fit within the Gen Ed program but be distinct to FYE courses. It should create a foundation for Gen Ed to build upon.

6. Keep class sizes small (between 15-25 students).

The coordinator should explore the literature and other similar programs to support a proper class size. A cursory review of FYE programs have 15-25 students per class.

7. Recommend FYE faculty and the coordinator work on an assessment plan for:

   (1) Assessing Gen Ed and FYE learning outcomes
   (2) Assessing FYE courses in effectiveness and compliance with FYE goals
   (3) Assessing overall effectiveness of FYE courses in the General Education Program

As assessment follows from the goals and learning outcomes, we recommend the coordinator work with FYE faculty to further strengthen the consistency, goals, and outcomes of FYE courses, thus developing the assessment plan for these goals and outcomes.

8. Recommend all FYE courses be revised and go through a resubmission process to align the course to the new learning outcomes and goals developed by the coordinator and FYE faculty. GECC will oversee the resubmission process. The process will take place once a coordinator is identified.

The resubmission process allows faculty to re-evaluate their current course(s) with the chance to improve them.