



FHSU CORE General Education Reporting and Results Review Process for AY2026 Results



FORT HAYS STATE
UNIVERSITY



What are the things you should be able to do after reading this document?

- Understand the **Context** of how your course(s) fit into the FHSU CORE General Education Program
 - Strategic Plan alignment
 - Academic Affairs priorities alignment
 - HLC Accreditor Expectations
- Know the **Process and Timeline** for both *data collection and reporting and reviewing* FHSU CORE assessment data
- Know which Outcome Set(s) your **Course(s)** are tied to in the FHSU CORE General Education program
- Complete the University's **Course Reporting Form** for your courses tied to the FHSU CORE General Education Program
- Complete each of the **Result Reviews Forms** for the course(s) that are tied to the FHSU CORE General Education Program
- Know the people and resources available to you should you have any questions



Context: What is the FHSU CORE General Education Program

Originally approved in December of 2018 by Faculty Senate, the FHSU CORE General Education program focuses on students achieving specific, required learning outcomes. The program represents FHSU's commitment to providing meaningful, productive education to students. The program in AY2026 was comprised of 15 outcome sets and 48 unique learning outcomes which are currently evaluated across 101 courses in both On-Campus and Online environments.

**Goals, Objectives, and
Common Learning
Outcomes**

**FHSU CORE
Policies and
Procedures**



Context: How does the FHSU CORE General Education Program Align with the Strategic Plan?

The FHSU CORE General Education program will remain in alignment the new 24-27 Strategic Plan through **Goal 1: Academic Excellence**

GOAL THEME 1: Academic Excellence

Foster evidence-based best practices enhanced through reflective practices and professional development.

FHSU CORE, similar to annual program assessments of student learning, will be in a position to provide evidence of improvement of student learning through the use of a continuous improvement cycle facilitated by annual reporting forms.

24-27 Strategic Plan Goal 1



Context: How does the FHSU CORE General Education Program Align with the four 26-27 Academic Priorities?

Academic Affairs Priorities – 26-27

- Priority One – Embody our regional purposes through engagement and dialogue
- Priority Two – Student Success as a shared responsibility
- Priority Three – Academic Program Innovation and Digital Transformation
- Priority Four – Leverage existing data resources to drive academic affairs strategic decisions

FHSU CORE General Education assessment hits on each of the 4 priority areas in different ways but the assessment of student learning process specifically advances priority #2 and priority #4. Through the creation, collection, review, and any resulting actions taken as a result of data collection on student learning in the FHSU CORE programing we are accomplishing these priorities. Data management has been facilitated by the use of Tableau and Microsoft Forms to allow for the University to grasp a 10,000-foot-view of how student learning in General Education is progressing in the results of students as well as the interpretations and use of those results by faculty.



Context: How does the FHSU CORE General Education Program Align with HLC Accreditor Expectations?

The University's Accreditor, the Higher Learning Commission (HLC), specifically requires universities to speak to the following Criterion that we believe our FHSU CORE General Education program addresses quite well. Please note on 3.E. intentionally outlines "improvement" not just the *conducting* of assessment of student learning processes.

Criterion 3. Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

As noted above in Institutional Mission, an institution's distinctive mission will inform how it demonstrates that it meets the following Core Components of Criterion 3.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

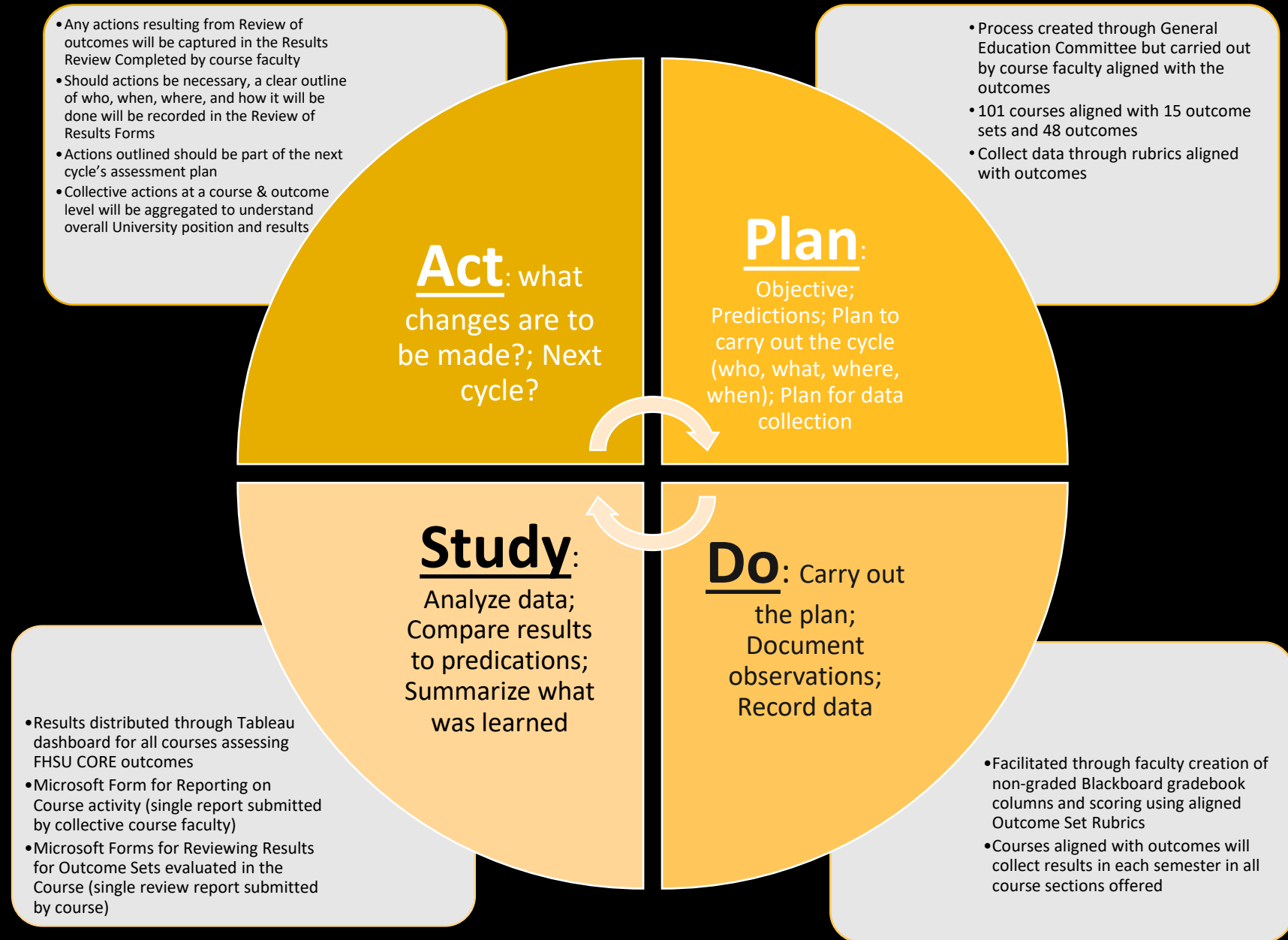
3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

[Higher Learning Commission:
Criteria for Accreditation](#)

FHSU CORE General Education Process and Improvement Cycle

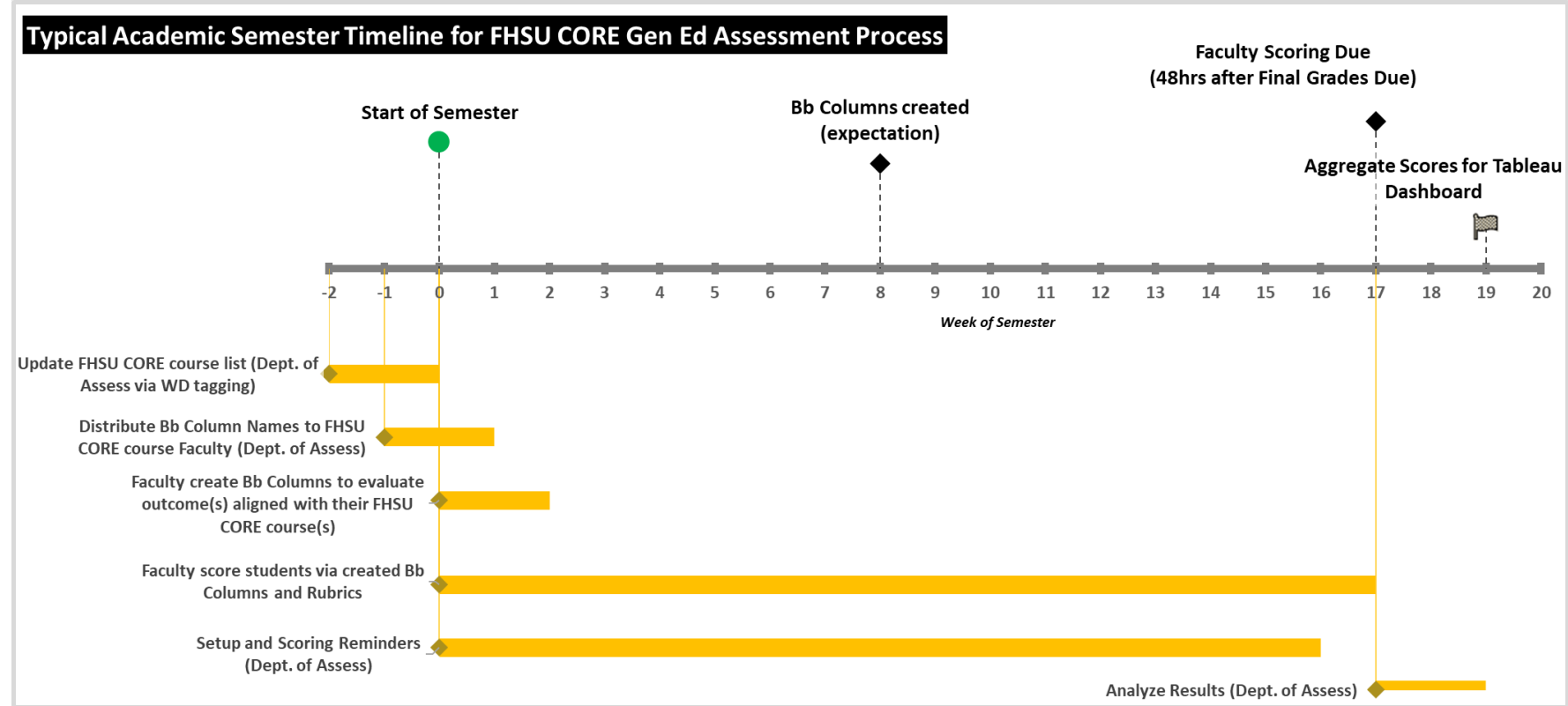
The Assessment of student learning in the FHSU CORE General Education program can be broken down into a Deming cycle of improvement through 4 steps: Plan, Do, Study, Act





Timeline: Data Collection

Each semester, data will be collected from courses aligned with FHSU CORE outcomes. The major processes, milestones, and completion dates are as follows:



Setup Document Emailed to those Teaching a CORE Course

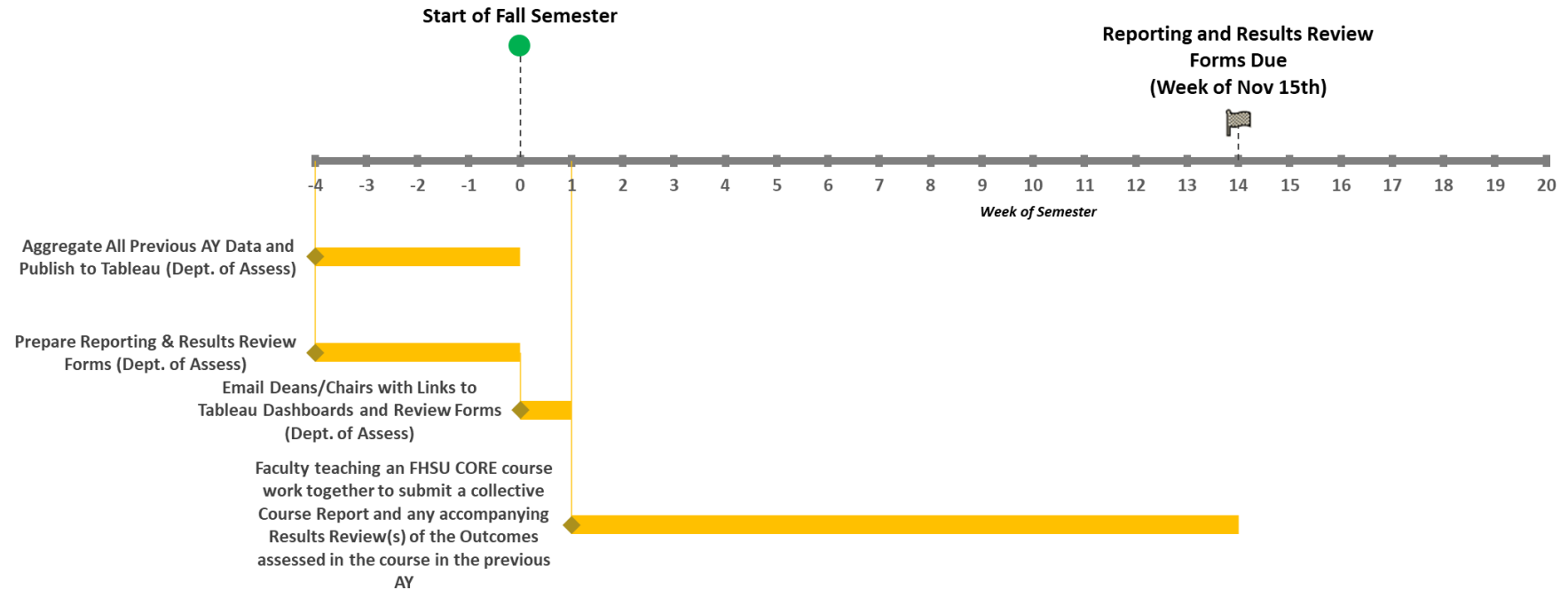
[Bb Ultra Course Setup](#)



Timeline: Course Reporting and Reviewing Results

Following the completion of an Academic Year Reporting on Courses aligned with FHSU CORE outcomes will take place. The major processes, milestones, and completion dates are as follows:

FHSU CORE Gen Ed Timeline Following Conclusion of Academic Year



[FHSU CORE General Education Assessment Tableau Dashboard](#)



Reporting on Previous Academic Year's Results:

Completing the Assessment of Student Learning Course Report Form

Each Course aligned with at least 1 outcome in the previous Academic Year (2026) will need to submit an **FHSU CORE Gen Ed Assessment of Student Learning Course Report**

- Only 1 report should be submitted per course and should be the collective thoughts, opinions, comments of ALL faculty who taught the course in the previous academic year.
- Aligned Courses can be identified using the Tableau Dashboard ([link below](#)) and navigating to the '**Course Section Participation**' page
- On the 'Course Section Participation' page, all courses in the 'Course' drop-down list were offered in the latest Academic Year (2026).
- All courses in the drop-down list should then complete the [FHSU CORE Gen Ed Assessment of Student Learning Course Report](#) for the course
 - There are 15 questions with an estimated time for Form completion of 7 minutes



Course Section Participation

This page will provide you an understanding of the number and % of course sections who participated in the FHSU CORE assessment data collection. The results are broken down by course delivery method (On-Campus vs Online) as well as in aggregate.

Course

(All)

- ☒ (All)
- ☒ ART 180 - Fundamentals and Appreciation of Art
- ☒ ART 201 - Survey of Art History I
- ☒ ART 202 - Survey of Art History II
- ☒ ART 280 - Approaches to Creativity
- ☒ BCOM 301 - Strategic Business Communication
- ☐ BCOM 302 - Business Communication Fundamentals

[FHSU CORE General Education Assessment Tableau Dashboard](#)



What Questions Should Course Faculty be able to Address on the Assessment of Student Learning Course Report Form

- Which FHSU CORE Outcome set(s) does the course address?
- Who contributed to/reviewed this report prior to submission? *(select all that apply; ex. Chair, more than one faculty, adjunct faculty, etc.)?*
- Select the option that best describes the status of the course's student learning outcomes that are aligned with the FHSU CORE General Education Program *(e.g. they are up-to-date, need of revision, etc.)*
- Did the course have an assessment plan articulating the intended process and timeline for assessing FHSU CORE outcome assessment activities during the past academic year?
- Did the course assess any of the FHSU CORE student learning outcome sets aligned with the course in the most recent academic year?
- Over the course of the past academic year, did course faculty make a decision/take an action that was informed by assessment results?
- Please select the type(s) of decision(s) made/action(s) taken over the course of the past academic year that were informed by FHSU CORE student learning assessment. *(select all that apply; ex. updating course content, updating assessment measure, etc.)*
- Please select the type(s) of student learning assessment activities that two or more faculty members engaged in during the past academic year in the FHSU CORE course. *(select all that apply; ex. Updating or developing an assessment measure, reviewing/discussing assessment data/findings, etc.)*
- Is there any additional context you would like to provide about the course's assessment of student learning process at this time?



Reporting on Previous Academic Year's Results:

Completing the Assessment of Student Learning Results Review Forms

Each Course aligned with at least 1 outcome in the previous Academic Year (2026) will need to also submit a **Results Review** Form *for each* Outcome Set evaluated in the Course

- Only 1 Results Review report per outcome set should be submitted per course and should be the collective thoughts, opinions, comments of ALL faculty who taught the course in the previous academic year.
- FHSU CORE outcome sets aligned with the course can be identified using the Tableau Dashboard (*link below*) by navigating to the **'FHSU CORE Aligned Courses'** page
- On the 'FHSU CORE Aligned Courses' page, simply use the 'Academic Year' and 'Course & Course Name' drop-down list to identify all **outcome sets** aligned with the course



FHSU CORE Aligned Courses

Outlined are the courses aligned and approved through the General Education Committee to evaluate FHSU CORE General Education learning outcomes. The list outlines if a course was approved for a given semester, NOT if the course was offered.

Select Academic Year

Academic Year
☐ (All)
☐ AY2023
☒ AY2024

Selected Course

Course & Course Name
ART 180: Fundamentals and Appreciation of Art

Outcome Sets Aligned with Selected Course

Objective	Outcome Set	Outcome	Blackboard Gradebook Name	
2.1: Knowledge of the Liberal Arts	2.1-A: Aesthetic Mode of Inquiry	1. Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work	GE-AMI-B1	Fall 2023 Spring 2024 Summer 2024
		2. Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work	GE-AMI-B2	Fall 2023 Spring 2024 Summer 2024
		3. Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes	GE-AMI-B3	Fall 2023 Spring 2024 Summer 2024

[FHSU CORE General Education Assessment Tableau Dashboard](#)

Instructions Continued on Next Slide...



Reporting on Previous Academic Year's Results:

Completing the Assessment of Student Learning Results Review Forms

For each outcome set identified to align with the course, complete and submit the accompanying **Results Review** Form

- Again, Only *1 Results Review report per outcome set* should be submitted *per course* and should be the collective thoughts, opinions, comments of ALL faculty who taught the course in the previous academic year.
- Estimated time to completion depends on the # of outcomes in the outcome set but range from 15-35 minutes each

Links to each of the 15 Outcome Set **Results Review** Forms can be found below:

[1.1-A: Written Communication](#)

[1.1-B: Oral Communication](#)

[1.2: Quantitative Literacy](#)

[1.3: Computing Literacy](#)

[1.5: Critical Thinking](#)

[2.1-A: Aesthetic Mode of Inquiry](#)

[2.1-B: Historical Mode of Inquiry](#)

[2.1-C: Mathematical Mode of Inquiry](#)

[2.1-D: Natural Scientific Mode of Inquiry](#)

[2.1-E: Philosophical Mode of Inquiry](#)

[2.1-F: Social Scientific Mode of Inquiry](#)

[3.1-A: Dimensions of Wellness](#)

[3.2: Intercultural Competence](#)

[3.3: Engaged Global Citizens](#)

[Personal and Professional Development](#)

[FHSU CORE General Education Assessment Tableau Dashboard](#)



What Questions Should Course Faculty be able to Address on the Assessment of Student Learning Results Review Forms

- Did the course assess any of the underlying outcomes aligned with the outcome set being reviewed in the most recent academic year? *(Each outcome set is composed of unique outcomes, the number of outcomes varies by the particular outcome set)*

The Following 10 questions are posed for each unique Outcome in the Outcome Set (i.e. if there are 3 Outcomes in the Outcome Set there will be a total 30 questions):

- The first Outcome for the **Selected** Outcome Set is **GE-XXXX-BX: Outlined outcome language follows**. Did the course assess the outcome?
- How many students were assessed on outcome **GE-XXXX-BX** in the last academic year in the course?
- How many students assessed on outcome **GE-XXXX-BX** in the last academic year in the course were scored at *Proficient* or higher?
- What percentage (%) of students assessed on outcome **GE-XXXX-BX** in the last academic year in the course were scored at *Proficient* or higher?
- Did students meet the 80% of students evaluated at the *Proficient* level or higher success threshold for outcome **GE-XXXX-BX**?
- **Review/Analysis:** Analyze the results by comparing this year's results to previous years. Identify trends, assumptions, and/or implications based on the data for outcome **GE-XXXX-BX**? Were there any deviations in results between students who took the course On-Campus vs those who took it Online? Please discuss.
- **Curricular changes needed for Improvement:** Please describe what *(if any)* curriculum changes are necessary to address issues indicated by the assessment analysis for outcome **GE-XXXX-BX**. If no changes are necessary, please explain.
- **Action Plan for next assessment period:** Please outline the specific action(s) to be carried out, by who(m), and by when should the action be carried out for outcome **GE-XXXX-BX**. If no actions are required at this time, please detail why.
- **Closing the Loop:** Please describe any improvement(s) in student learning observed in outcome **GE-XXXX-BX** in the course when comparing results from prior assessment periods. Were these improvements in student learning the result of curriculum changes implemented or assessment process changes? Please describe any actions taken during the reporting period, and how course faculty were involved in this process.
- **Closing the Loop:** Please describe the issues, concerns, and other barriers from prior or current assessment periods *(if any)* and how they were resolved to advance the assessment of the course learning outcome **GE-XXXX-BX**. *If the course did not assess the outcome please address what steps will be taken to ensure the outcome will be addressed in the future*

At the end of each Outcome Set Results Review Form will be the following question:

- Is there any additional information you would like to provide about the course's assessment of **Selected** Outcome Set student learning results at this time?



Resources: Who & Where

As there are many individuals involved in this process, depending on what question you are looking to address there may be different people or resources to address or reference. The below table highlights a finite list of possible resources depending on your potential question:

Potential Question	Department Chair	Director of Gen Ed	Department of Assessment	FHSU CORE Website	This Document	Tableau Dashboard
How do I know if any of the courses I taught were tied to FHSU CORE Gen Ed Outcomes?	✓	✓	✓	✓	✓	✓
Where can I find both the Course Review and Results Review Forms to complete for my course?			✓		✓	
Where can I find the collective FHSU CORE outcome results from my courses?			✓			✓
I don't know where to even start, who should I talk to?	✓		✓		✓	

Director for Institutional Effectiveness: Andrew Cutright @ 785.628.4540 / abcutright@fhsu.edu

Director of General Education: Brad Will @ 785.628.5347 / bwill@fhsu.edu



FHSU CORE Gen Ed Assessment JOURNEY

An Academic Year View



Planning (Plan)

CORE Outcomes are set by the University General Education Committee with courses/artifacts and rubric for evaluating outcomes submitted by course faculty. After reviewing previous AY results plans for assessment could be altered for next AY.



Data Collection Setup (Plan)

Facilitated by the Department of Assessment via setup of non-graded columns in course section Blackboard shells



Data Collection Scoring (Do)

Executed by FHSU CORE faculty via standardized rubric created by course faculty and approved through General Education Committee and tagged in Workday with appropriate FHSU CORE Outcome Set

Compiled by the Department of Assessment and disseminated via an annual Tableau Dashboard displaying all outcome results collected in the latest AY.



Data Aggregation (Do)



Reviewing Results (Study)

Completed by Course faculty on a collective basis (i.e. one report per course) via Microsoft Forms. 1 Assessment of Student Learning Course Report and 1 Results Review for each Outcome Set aligned with the Course will be conducted.



Act on Results to Drive Learning Improvement (Act)

Based on reviewed results by course faculty, action items are identified to improve student learning and placed into action in the next assessment cycle. Previous AY actions are tracked to determine if change is leading to learning improvement.