

2012 General Education Committee Report to the Academic Senate
Submitted by Tatiana Nazarenko
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2011-2012 General Education Committee: John Blondell, Thomas Jayawardene, Wayne Iba, Tatiana Nazarenko (Chair), and Debra Quast.

Committee Secretary: Bob Kuntz.

The Committee had 14 scheduled meetings in 2011-2012: seven in fall and seven in spring.

Major tasks accomplished:

- Read, discussed, and utilized the following pedagogical and assessment-related materials:
 - Barr, R.B. & Tagg, J. (1995). From Teaching to Learning - A New Paradigm for Undergraduate Education (1995). Retrieved from <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>
 - Cullen, R. (2009). Assessing Course Syllabi to Determine Degree of Learner-Centeredness. In: Banta, T.W., Jones, E.A., and Black, K.E (Eds.) *Designing Effective Assessment*. San Francisco: Jossey-Bass, 119-123.
 - Lumina Foundation. (2012). The Degree Profile Matrix.
- Together with the Steering Committee, the Academic Senate and the Program Review Committee along with other pivotal groups, participated in coaching and preparing faculty for the 2011 WASC Special Team campus visit.
- Performed a system analysis of the Westmont General Education program utilizing the questionnaire developed by the Association of General and Liberal Studies and analyzed the findings.
- Two Committee members, Wayne Iba and Tatiana Nazarenko, as well as Maurice Lee from the Religious Studies department attended the AACU conference "General Education and Assessment: New Contexts. New Cultures" in February 2012. They shared their take-away points with the entire committee. The committee presented their vision on General Education at the April 2012 faculty forum.
- Discussed new trends and tendencies in general education with the Lead Assessment Specialist and the Provost.
- Reviewed and approved 17 proposals for GE courses (12 in fall of 2011 and five in spring of 2012).
- Completed the Common Context syllabus review to verify whether these course syllabi meet the minimum requirements of the GE course syllabus and whether the courses conformed to the area expectations; shared the findings with the Departments of Religious Studies, Philosophy, and History. As a result, the Department of RS has refined the language of the certification criteria in their Old Testament, New Testament and Christian Doctrine courses. The Department of Philosophy has modified the language of the certification criteria as well. The Department of History is moving toward a common

template for their World History courses, which conforms to certification criteria while allowing room for variation according to our specializations. The department faculty will be revising the language of the certification criteria and the official course summary in the 2012-2013 academic year.

- In preparation for the 2012-2013 GE and institutional assessment, the committee facilitated the revision of the Christian Understanding, Practices and Affection outcomes language to ensure that the manner, in which these outcomes are articulated, is consistent with the GE program mission, clear, and measurable. This project was completed in collaboration with the Religious Studies department.
- In collaboration with the 2011-2012 Lead Assessment Specialist, we streamlined the GE assessment of the Written Communication outcome and aligned it with the institutional level of assessment. The pilot assessment project for this GE area was completed in June 2012. Two Committee members, John Blondell and Tatiana Nazarenko, participated in the summer senior writing e-portfolio assessment session and recommendation development. The Lead Assessment Specialist's report is posted on the [Educational Effectiveness website](#).
- Discussed and provided input pertaining to the "Program Review at Westmont: Mission-driven, Meaningful, & Measurable" document which was submitted to the Academic Senate.
- Upon consultation with the Department of Communication Studies, the collection of student artifacts for assessing the Oral Communication outcome was initiated. The Committee will continue this task through Spring 2013 until a representative sample is formed for assessment purposes.
- Mapped the diversity courses on the GE Understanding Society and Thinking Globally DE areas and analyzed the findings.
- Developed and administered the GE Faculty survey in spring 2012. The primary goal of this survey was to identify the faculty's satisfaction level with the GE curriculum and their role in delivering it. These data are required for planning the GE modification in accordance with the requirements of the 21st century Liberal Arts education and the changing landscape of national General Education.