

MINUTES
General Education Committee
September 17, 2019
2:00-3:30pm
VL 216

Members present: Steve Contakes (Chair and Professor of Chemistry), Paul Delaney (Professor of English), Michelle Hardley (Secretary and Registrar), Michelle Hughes (Professor of Education), Jana Mayfield Mullen (Information Literacy Librarian), Tatiana Nazarenko (Dean of Curriculum and Educational Effectiveness),

Others Present:

Absent:

- I. **Prayer** – Michelle Hardley
- II. **Meeting Minutes** - The minutes from September 3rd were discussed and changes were requested. Michelle will revise and resubmit to the committee.
- III. **PEA067A – Trail Running and Hiking – Add to Common Skills: PEA courses and Compassionate Action: Serving Society and Enacting Justice**
The committee discussed the course proposal in relation to the two GE areas noted for credit.

The course was approved unanimously. This change will be effective Mayterm 2020.

- IV. **Rubric for the Reading Imaginative Literature Syllabus Audit**
Tatiana explained the process of the Reading Imaginative Literature (RIL) syllabus audit and how the General Education Committee will evaluate all of the current RIL courses against a shared rubric this fall. It is a similar process to the syllabus audits that have been completed on other GE areas in prior years. Tatiana will send Paul the rubric by September 23 for his review. Once approved, Tatiana will send the audit information to the full committee. Each committee member will need to complete their assigned syllabus evaluations by the November 5th meeting.
- V. **Materials for the Round-Table Course Discussion: Suggestions, Requests**
Tatiana and Steve passed out additional materials on the current status of the Round Table course proposal and high impact teaching practices. Tatiana also supplied information from Jesse Covington on the Augustinian Scholars curriculum in the event that we wanted to use the Augustinian program as a model for the Round Table proposal for non-Augustinian students.

The committee discussed the documents, where we might go from the most recent report and whether the proposal is feasible given our current resources. Some additional things to consider:

1. What kind of support do incoming students need? What Augustinians need could look very different for non-Augustinians. We may also want to consider specific subgroups as we consider options (e.g. first-generation college students).
2. Does the “support” of first-year students need to involve a 4-unit academic course or can it be in a combination of things that are not tied to a 4-unit GE class.

The committee decided to continue discussing and exploring various options and ways to support first-year students. The overall goal is a small group learning community cohort based with GE credit if possible.

VI. Tracks of work for the 2019-2020 Academic Year

1. Reading Imaginative Literature Assessment – The committee will continue supporting Paul as needed in his ongoing assessment work. Paul will continue to update the committee on his current progress. The rubric they are using for their embedded assignment is one that was agreed upon by the faculty at the faculty retreat.

Paul will send the final version of the rubric to Tatiana so that it can be loaded into Portfolium. The RIL faculty will evaluate the students’ work based on the rubric. They can respond to the students directly with more substantive feedback but need to make sure that they submit their rubric based evaluations into Portfolium. Tatiana will investigate to see if Administrative Assistants can submit the rubric evaluations in Portfolium on behalf of their faculty.

2. Interpretation of the OT/NT/CD Survey Results – We will continue discussion on this item on October 1st.

3. GE Survey for Westmont Sophomores – If we decide to administer the survey to Sophomores then WCSA can help with the administration. Further discussion on this item is set for October 22nd to determine if we want to administer this survey to Sophomores and if there are any next steps that we want to take with regard to the Senior data set.

4. Supporting Westmont Students in GE Courses – See the round table discussion above. The committee is interested in continuing the discussion to see if there is a way that we can continue to think outside the box for all students. If not this idea, then maybe another. The cohort model for everyone would be ideal but may not be feasible. It is worth continuing the discussion and thinking creatively about it. Further discussion on this item is set for November 5th.

Respectfully submitted,
Michelle Hardley