

MINUTES
General Education Committee
September 28, 2021
2:30-4:00 p.m.
GLC 103

Members present: Stephen Contakes (Professor of Chemistry), Michelle Hardley (Registrar), Steve Hodson (Professor of Music), Jana Mayfield Mullen (Director of the Westmont Library), Tatiana Nazarenko (Dean of Curriculum and Educational Effectiveness)

Guest: David Vander Laan

Absent: Greg Spencer (Professor of Communication Studies)

I. Prayer – Tatiana Nazarenko

II. Approve the Minutes of September 28th
The meeting minutes were approved.

III. Reports

A. Modern Language Proposal

Mary is planning on bringing a proposal for a change to the Modern Foreign Language GE to the committee in November. She needs some additional data and will then work with her department members to craft the revised proposal.

B. Faculty Forum for Discussing Serving Society Requirement

Steve C. talked with Patti and Eileen about having a time in faculty forum where the Serving Society GE could be discussed. They responded that the forum times were already planned out for the fall semester and suggested that this might be a topic for a full faculty meeting.

The committee discussed alternate ways of having a faculty discussion and collecting data for a review of this area. One option is to ask Faculty Council if we can use one of their Faculty Forum spaces. If not, then we will need to explore how to leverage other venues or methods to have a discussion and gather data.

Steve C. will email Deborah Dunn to see if we can use one of the Faculty Forum spaces.

IV. Reasoning Abstractly Syllabus Review

The GE Committee reviewed the syllabi for the fall 2021 courses taught in this area to assess whether there were any issues within the syllabi that needed to be addressed.

There were a few issues with some of the syllabi from the Mathematics department. In some cases, the courses were taught by adjuncts who may continue teaching for us in the future.

Steve C. will send an email to the Mathematics department chair asking him to review the syllabus template with the adjunct instructors to make sure the required areas in a syllabus are covered. We are not asking them to make changes to their fall courses, but if the courses are offered or the instructors are teaching in a future semester then the syllabus template should be followed.

V. Reasoning Abstractly Assessment Plan

David Vander Laan will be leading the review of the Reasoning Abstractly GE area this year.

An initial meeting with David Vander Laan, Jim Taylor, Maryke van der Walt, and Russ Howell has taken place. Don Patterson and Carolyn Mitten did not join due to scheduling conflicts. The group developed some tentative plans and will circle back to Don and Carolyn before moving forward.

They discussed simplifying the student learning outcome for the area. Right now it asks students to identify, construct and evaluate instances of abstract reasoning. This could be simplified down to just focusing on the construction of a valid argument. The thought being that if you can construct an argument then you can identify one, and if you can evaluate an argument it then it implies you can construct a valid argument.

The tentative new student learning outcome would be “Students will be able to construct valid instances of abstract reasoning”. If this moves forward then the certification criteria will be reduced as well, keeping only “construct an instance of valid reasoning about abstract objects or concepts (in the form of arguments, explanations, proofs, analyses, modeling, or processes of problem solving)”.

David will be reaching out to Carolyn and Don on the revised student learning outcome language. He will then send a final draft of these changes to the full committee for approval.

The assessment will be done based on the revised outcome in both the fall and the spring if possible. If the spring assessment is early enough then David will be able to use it in his analysis. The rubric will be created by David (updating the language and format of an older rubric and using the new student learning outcome). He will send a draft of the rubric to the assessment team for approval.

The rubric will be applied to the material within each class. This allows flexibility in determining the most appropriate assignment for the individual course and for the assessment to take place using a shared rubric.

Respectfully submitted,
Michelle Hardley