

**GENERAL EDUCATION COMMITTEE**  
**REVISED MEETING MINUTES**  
**April 4, 2012**  
**Evald 305**

The meeting was called to order at 4:00 PM.

**Members Present:** Tom Bengtson, Anne Earel, Mike Egan, Meg Gillette, Alli Haskill, Carrie Hough, Virginia Johnson, Brian Katz, Margaret Morse, Rowen Schussheim-Anderson

**Guests Present:** Kristin Douglas, Mary Koski

**AGENDA ITEM I: Approval of Minutes**

**Motion-Katz, Second-Egan**

**“To approve the General Education Committee meeting minutes of March 7, 2012 and March 21, 2012.”**

Discussion: Tom Bengtson asked that the bolded words in capitals on top of page 3 of the March 7, 2012 minutes be deleted.

**MOTION CARRIED**

**AGENDA ITEM I: CONFERENCE REPORT FROM KRISTIN DOUGLAS/MIKE EGAN**

Kristin Douglas and Mike Egan reported on the recent Association of American Colleges and Universities (AAC&U) meeting. The main focus was on learning outcomes and assessing learning outcomes. Faculty representing other colleges that had recently been accredited claimed that the Higher Learning Commission now requires colleges to articulate their institutional learning outcomes and provide a coherent plan for assessing and demonstrating student learning. Both faculty and students need to know what the learning outcomes are and be able to articulate them, and the college needs to show that it is happening. Those colleges represented at the conference that recently went through accreditation that were unable to provide a coherent plan were given a certain amount of time from the HLC in order to come up with one. The HLC then came back to that college after a time to make sure they were on the right track.

Now that the HLC has given colleges the impetus, the General Education committee must commit to think about how the student learning outcomes match with general education outcomes and how that ties into disciplinary outcomes. The Gen Ed committee needs to think about moving assessment from the classroom level to the whole programmatic level. The committee must be intentional with learning perspectives and suffixes. One way other colleges do this is to form “faculty learning communities”, which is a group of faculty who teach similar types of distribution courses who get together to talk about what each one does in their respective class related to the learning perspective. They then come up with a kind of common assignment they could use to assess to see if students are progressing in their understanding of the learning perspective.

The easiest way to get started is to start small and make headway before Augustana’s accreditation team arrives. Mike Egan added that the first logical step would be to finalize the learning outcomes document Mark Salisbury presented the committee with. Two other models of assessment are 1) what ACT does, which is a test for college students that measures general education; and 2) ePortfolios which puts the pressure on the student to document their learning and less pressure on the faculty.

Some institutions re-assess their general education courses after a certain period of time to see if they remain true to when they were given approval for general education. If after review, a course is not

being taught the way it was intended, then the faculty member has a choice to re-do the course application process or pull it from the general education curriculum. Kristin feels this process is something that should eventually get incorporated into Augustana's program. The idea is to build as much assessment as can be done into courses so committees avoid a lot of extra work. For example, if all the different LP courses have similar assignments, a subset of those could be pulled to assess if students are getting whatever outcomes we think they should.

The use of EPortfolios was another main theme of the conference, and most all colleges seem to be using them. Virginia Johnson commented on a recent AAC&U conference on EPortfolios where she received valuable information on how to make EPortfolios work. Assessing student reflection could work well using our students' reflections in ePortfolio. Virginia Johnson also met with students at a 2011 AAEEBL (The Association for Authentic Experiential and Evidence-Based Learning) summer conference and read their ePortfolios. She felt that the work was very intrinsic to the student—becoming part of the new person the student was becoming. With another student the ePortfolio became a source of pride in creativity. There was some movement about this is what employers will want to look at to measure student growth. Mike Egan added that a model he liked, students were allowed to include co-curricular activities in their portfolios. Students are excited writing about their experiences.

Rowen Schussheim-Anderson reported on a conference she attended on core text session on narrative assessment where students wrote in response to a prompt given in either in freshman year or before they matriculate, and then again wrote on the same prompt the end of sophomore and end of senior year. Rubrics (same rubric each year) show student growth. This was not in place of quantitative, but was supplementary. It was interesting, because Augustana always thinks about numbers. The institution doing this found it very challenging to read all the writings, however. In order to do this, fellows were hired and faculty had release time to evaluate them.

For clarification, Brian Katz asked if assessment involves actual products of student work that needs evaluated as opposed to what we currently do, which is survey. Kristin Douglas replied that there are places for both exercises. Self-reporting works to a point, but there is a need to see authentic student work. We can learn from both. Brian asked if the goal is to have one round of authentic student data that can be analyzed before the HLC arrives at Augustana. Kristin indicated that Margaret Farrar and Pareena Lawrence were in a better position to answer that question.

Kristin Douglas indicated that the Assessment Committee will get the Learning Outcomes document in place by the end of fall term to be handed over to faculty forums and faculty senate.

Rowen Schussheim-Anderson asked if student assessment will be housed with the Gen Ed Committee. Kristin Douglas believes it may be Gen Ed's purview. The format for Gen Ed meetings can be modified to streamline course approvals and to set aside times when assessment work could be done.

## **AGENDA ITEM II: LSFY 102 Approval**

### **Motion-Katz, Second-Egan**

#### **"To approve LSFY 102: From Sophocles to Miller: Theatre Throughout the Ages [Hare]"**

Discussion: This is a revised submission. GPG approved the course on a one-time basis already this year. Gen Ed's initial evaluation questioned the reason for having the art exhibit assignment. The committee felt the art exhibit assignment would be extremely challenging for students, as would the final project. Another concern was of how the students will find and watch plays. The committee wanted to know how the connection to the art exhibit was being made. If it was incorporated throughout the course it

might feel more natural. Rowen Schussheim-Anderson will ask Donna Hare about how well the course went for her; if there were concerns from either her or the students about the assignments, and in her mind, how the assignments worked and what she would do differently, and to suggest ways to connect the art museum trip to her assignments more and to help students find these plays. The committee decided to approve the course upon Rowen communicating the committees concerns to Donna Hare.  
**MOTION CARRIED.**

Tom Bengtson thanked the Gen Ed committee for considering his recent LSFY 103 course proposal and expressed his appreciation for their suggestions which he intends to incorporate into the syllabus.

**AGENDA ITEM III: ADJOURNMENT**

The meeting adjourned at 4:50 PM.

Respectfully submitted,

Mary Koski,  
Academic Affairs