

GENERAL EDUCATION COMMITTEE
REVISED MEETING MINUTES
January 18, 2012
Evald 305

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

Members Present: Tom Bengtson, Lendol Calder, Anne Earel, Mike Egan, Margaret Farrar, Alli Haskill, Rick Jaeschke, Virginia Johnson, Brian Katz, Jason Koontz, Emil Kramer

Guests Present: Mary Koski, Mark Salisbury

AGENDA ITEM I: Approval of Minutes

Motion-Bengtson, **Second**-Kramer

“To approve the minutes of the January 11, 2012 General Education Committee meeting.”

MOTION CARRIED TO APPROVE MINUTES FOR 1-11-12 GEN ED MEETING.

AGENDA ITEM II: NEW BUSINESS

Student Learning Outcomes Discussion

Mark Salisbury addressed the committee on the topic of Intended Learning Outcomes of an Augustana Education. He distributed 2 documents which are compilations of data from 10 years of existing documents listing what we say we already do: *“Intended Learning Outcomes of an Augustana Education”* containing brief descriptions of the learning outcomes, preliminary efforts to assess these outcomes, and preliminary efforts to assess these related experiences; and *“The Three Primary Learning Domains at Augustana College”*. In an effort to make the college more intentional and efficient, the college needs one college-wide explicit document of what our college-wide outcomes are. As the college talks about potential new programs or changes in existing programs, it would have a common document containing common language to work from.

As Gen Ed is one of the groups that thinks about learning outcomes, this committee is being asked to review these documents to see if they can identify any missing pieces...something that is valued by all and that should be included, something overarching that is not in this list of 10 and is not a component of any of them. Also, are these identified learning outcomes still an appropriate list of outcomes? Is there anything clearly not relevant anymore? What are we shooting for as an institution? What do we want our students to grow on? Do Augustana courses and experiences help students make gains on these kinds of things?

In the end it is hoped that an umbrella document will be developed that the entire college can feed into for use with assessment and supporting and improving the goals of the college. As departments move forward in designing curriculum and planning for the spring curriculum proposal, this document becomes especially important in aiding the departments to flesh out details of how their program will be designed.

Mark has asked EPC for input into this document. Ellen Hay is the point person. It is hoped that a new document gets through governance by the time departments begin putting forth their proposals.

Comments

- Health and wellness has been suggested by some to be part of our Gen Ed program. Does this fold into ethical citizenship? The Gen Ed committee should discuss this topic in an upcoming meeting
- Move cognitive to effective domain
- Do we want to consider going to a domain of spirituality?
- Ethical Citizenship and Leadership are likely obtained more co-curricularly than in class
- Moral reasoning as reflected in Wabash study, ranks Augustana first-year students high in this category. Interesting since it's not an intentional part of the LSFY curriculum. Are they getting this co-curricularly as well?

Salisbury contends that many of these outcomes are accomplished in oddly coincidental ways. The college would be more successful accomplishing this if we were clearly aware of how we could tie them together more intentionally.
- Intellectual curiosity jumps out. Everyone assumes that it will happen, but no one feels responsible for it or how we ensure it happens.

Salisbury commented that Wabash Study measures "need for cognition" which is a measure of intellectual curiosity. On average, our first-years don't change at all in this category. However, for those students who experience a lot of reflective learning, their scores on cognition, social responsible leadership skills, psychological well being and civic sphere & value & collaborative work all jump.
- Creative Thinking: Is this to satisfy music and arts? Is there a better term for this?
- Information Literacy. This is something we say we want, but give it to the librarians to do. The problem with this is the librarians have no sort of way to measure if it's happening and there's not much requiring faculty to infuse it into the course, account for it, assess if it's happening, or to plan ahead with librarians to allow for them to be as effective as they can be.

LSFY 103 Course Approval

1) **Motion-Egan, Second-Jaeschke**

"To approve a LSFY 103: Novels without Borders [Krause]."

Discussion: This proposal is a resubmission that contains revisions to the syllabus according to the feedback given to the instructor from the Gen Ed committee; however what specific feedback was given is unknown by interim chair, Alli Haskill. This has been approved to be taught this year by the GPG; this comes for Gen Ed's permanent approval of the course. The committee noted that the core of the course is excellent and has all the appropriate common components, but that the text, the amount of reading and the essay are a bit intense. The committee approved the course, but asked the chair to relay its concerns to the proposer and make a suggestion for him to work to refine the course requirements with Todd Cleveland.

MOTION CARRIED

AGENDA ITEM III: ANNOUNCEMENTS

- A. Next meeting: January 25, 2012
- B. Faculty Forum: January 23, 2012, 4-5:00 PM, Olin Auditorium
- C. Friday Conversation: January 27, 2012, 4-5:00 PM, Wilson Center

The meeting adjourned at 4:38 PM.

Respectfully submitted,

Mary Koski, Academic Affairs