

GENERAL EDUCATION COMMITTEE MEETING
October 23, 2014
Minutes

Attending: Gail Fernandez, William Mullaney, Coleen Di Lauro, Christine Eubank, Joshua Guttman, Gina Hermann, Kate Hossain, Takvor Mutafoglu, Tracy Saltwick

1. Meeting started at 12:40.
2. September Minutes accepted: 8 – 0 – 0 (Dr. Mullaney was not there for this.)
3. Learning Community Presentation (Eileen Fitzgerald and Maria Kasparova)
 - a. Presented a power point (see attached)
 - b. Learning Communities/Paired Courses benefit faculty and students
 - c. They are looking for faculty to teach courses and to have paired Gen Ed courses.
4. Gen Ed Assessment:
 - a. We will assess Problem Solving and Quantitative Literacy.
 - i. There was a discussion of which classes could participate. We agreed that faculty in many disciplines give assignments that meet these criteria.
 - ii. Are the rubrics too similar? We think we will get different submissions for each.
 - iii. Some suggestions:
 1. Give examples of types of assignments that may be appropriate.
 2. Tracy Saltwick has the book The Power of Problem-Based Learning. We can look for examples there.
 3. Recruit additional faculty who are comfortable with math to assess the Quantitative Literacy artifacts.
 - iv. I will send a letter to all faculty from the Gen Ed committee explaining the assessment project/procedures:
 1. Submit artifacts of one assignment (or part of an assignment that is relevant). **Faculty do not need to teach a General Education course.** We will check that students have 45 credits. Only the work of students with 45 credits will be examined.
 2. The letter should ask faculty to say if the work they are submitting is for Quantitative Literacy or Problem Solving.
 - v. We will pilot the assessment in the fall and assess in the spring. If Quantitative Literacy isn't applicable, we won't assess it.
5. Critical Thinking and General Education Syllabi:

- a. As recommended by Louis Crescitelli, the Gen Ed committee will look at all the syllabi on the Gen Ed website to see if critical thinking is evident in the student learning objectives.
 - b. We will each examine a number of courses and will complete the chart. (See attached.)
 - c. This is a good follow-up to last year's assessment of critical thinking. It will give us information and then we can decide our next steps regarding critical thinking.
 - d. Tracy Saltwick suggested a workshop on teaching critical thinking. Faculty who are knowledgeable can lead the workshop.
6. Meeting adjourned at 1:30.

Submitted by Gail Fernandez