

General Education Meeting Minutes  
September 24, 2009

Present: Jon Inglett; Lori Farr; Mary Turner; Max Simmons; Greg Gardner; Robin McMurry; Doug Gregory; Catherine Kinyon; Ernest Gobert; Jay Ramanjulu; Janet Perry; Jeff Cleek; Tamala Zolicoffer; Jennifer Ball; Randy Hopkins.

Absent: Peggy Jordan; Glenne Whisenhunt; Jeff Carlisle.

The meeting began with people introducing themselves and telling the capacity in which they work for OCCC.

Next, Jon urged people to get on the agenda for their department/division meetings so that they could show the General Education Website (<http://www.occc.edu/InstitutionalCommittees/General/index.html>); From the Employee homepage, go to Faculty/Staff→Institutional Committees→General Education. He encouraged us to advertise ourselves and the work that we do. Our purpose is to promote excellence in design, implementation, and assessment of general education courses.

It was noted that we are missing copies of the 2007 General Education Meeting Minutes. During this time, Donna Dilworth was still meeting with the committee and taking the minutes. Greg Gardner will check with his secretary and administrative assistant to see if they can find those minutes.

Jon, Max, Catherine, and Greg met to discuss the goals of the committee.

The form for proposing new general education courses is in a PDF file on the General Education website. Faculty members would complete the form and submit the course for consideration. The deadline was set for Wednesday, September 30. This would allow the committee to look at submissions during the October meeting.

Greg Gardner made a presentation at the faculty orientation in an effort to increase the number of volunteers submitting artifacts for the general education assessment. The committee needs a LARGE pool of volunteers. There need to be more artifacts submitted for the assessments and more volunteers to assess the quality of the artifacts. There currently are 29 volunteers, including 2 for social institutions, 1 for science, 13 for writing, and 1 for math.

There was a brief discussion surrounding some confusion among faculty regarding what appropriate artifacts might be from across the disciplines. The idea is to not look for artifacts strictly from general education courses, but to see how major courses might be implementing those core skills into their requirements. It was decided that the committee needs to document the method of submission of artifacts so that faculty have a clear understanding of what is expected of them. Jon indicated that he would send out a second invitation for volunteers. A question was raised about whether an appropriate math artifact from PTA might be a critical thinking activity involving critical reasoning and range of motion. If students must think critically and apply the concepts and skills, then the activity could be appropriate even if it doesn't involve math computations.

In one of the next two general education meetings, the members will look at the data from the first assessments using artifacts and evaluate outcomes. There was discussion about whether the committee should make recommendations or simply report findings. We must be careful with the semantics of our statements so that it doesn't sound as though we are directing any group of faculty to make changes in courses or programs. The information can and should be presented in a way that faculty can use it as a part of their program reviews and also for the Higher Learning Commission report in 2011.

Jon reported that the assessment teams have sent their thoughts to him. Mary indicated that she would elaborate on the challenges that the writing team had with the assessments.

The committee decided that from this information, it will compile a short list of things it wants faculty to know about the findings from the first round of assessments.

There was considerable discussion regarding public speaking because the college has scored low in this area on three separate assessments. Students begin well, but they end without a conclusion to tie their speeches together. Some of the ideas offered for how to remedy this situation included providing tutoring specifically on public speaking through the Communications Lab, holding WOW sessions to help faculty generate ideas for incorporating speaking into their class requirements, holding Brown Bag Workshops on public speaking for students, putting instructions on Angel, and having Tim Whisenhunt videotape instructions and make those available to faculty. Max suggested that an oral presentation component be included in all general education courses.

Professional development opportunities related to incorporating public speaking could be added through the CLT. We could address how we are handling this concern with the HLC by showing them the website and documents.

A final comment suggested making pre- and post- comparisons of how many courses/sections require public speaking as an integral component of the course.

The meeting adjourned at 1:26 p.m.