August 28, 2008
General Education Committee Minutes
Jon Inglett, Chair

Meeting began: 12:30 p.m.   Meeting adjourned: 1:25 p.m.

Members Present: Doug Gregory, Dr. Peggy Jordan, Marybeth McCauley, Jay Ramanjulu, Yuthika Kim, Kayla Fessler, Cassandra Meek, Randy Anderson, Ernest Gobert, Max Simmons, Jennifer Ball, Mary Turner, Dr. Janet Perry, Catherine Kinyon, and Greg Gardner

Members Absent: Robin McMurry

Old Business: Minutes approved with the following corrections:

> Remove "English" from the title of HUM 2293
> Insert "as" into description of HUM 2293
> Correct the spelling of Cheryl Stanford's name

> (motion to approve made by Kayla Fessler; seconded by Jay Ramanjulu)

New Business:

The committee discussed the goals that need to be achieved for the fall and spring semesters.

Goals for Fall:	Identify all specific general education outcomes
	Identify all cross-disciplinary assessment teams
	Identify common artifacts related to specific outcomes
Goals for Spring:	Develop rubrics for all outcomes
	Collect and assess artifacts for all core areas

Data from these assessments are needed by 2010 for the Higher Learning Commission.

Dr. Perry posed the question and clarified that we will need to collect one hundred (100) artifacts for each of the six general education outcomes this year. It is possible that some artifacts can meet the objectives for more than one outcome.

Four of the six outcomes are essentially complete. More work needs to be done on Outcome 5: Social, Political, and Economic Institutions and Outcome 6: Science

OCCC is moving toward Johnson County Community College's assessment model. In this model, students would not be subjected to additional activities for the purpose of assessing general education outcomes. Rather, faculty would identify assignments that they currently give that would also meet the objectives of specific outcomes.

Cross-disciplinary teams will be identified to address these competencies across the curriculum. A timeline will be created so that specific objectives can be identified for all outcomes. Common artifacts will also be identified. In the spring, rubrics will be developed and artifacts for all core areas will be collected and assessed.

Greg Gardner stressed that outcomes must be well-defined so that faculty can identify appropriate assignments, and that caution must be used so that results do not reflect back on faculty.

Bloom's Taxonomy was discussed as a way to insure that higher levels of thinking would be reflected in the assessments.

There was discussion about how to identify appropriate students and get copies of the artifacts to the assessment teams. It was discussed that a 25/75 (25% of students who have just begun class versus 75% of students with 35 hours or more) split of students would give better information regarding how well the general education courses are satisfying the outcomes. Artifact must have the student ID number or course and section number so that students can be identified. This information will be removed before the assessment teams get them. Artifacts will be labeled as "new" or "advanced" for comparison purposes.

*A process must be written for faculty members.

The entire procedures must be written. Jon will send out a draft in a few weeks.

The next meeting is scheduled for Thursday, September 11, from 12:30-1:25.