

**General Education Committee Minutes**  
**October 8, 2015**

**Began 12:30 p.m.**

**Adjourned 1:10 p.m.**

Present: Dr. Jeff Anderson, Michael Boyle, Ernest Gobert, Haifeng Ji, Jon Inglett, Darby Johnsen, Catherine Kinyon, Michael Machiorlatti, Dr. Janet Perry, Mary Turner, and Dr. Courtney Vahlberg

Absent: Greg Gardner, Jay Ramanjulu, Dr. Max Simmons, Dr. Kathy Wheat, and Dr. Glenne' Whisenhunt.

The first item of business was to review the minutes from the September meeting. Jeff made a motion to accept the minutes as written. Ernest seconded the motion. The motion passed unanimously.

Courtney mentioned that Jay would be retiring effective November 7, so the committee would be getting a new library representative.

The first agenda item had to do with artifacts for all of the general education outcomes. Since the General Education Committee holds meetings right after division meetings, Courtney encouraged members to use the October and November division meetings to discuss/solicit artifacts. She suggested that members ask their respective deans to allow them a few minutes to discuss what artifacts are and why the committee requests them. Members who submit artifacts can use themselves as an example of what kinds of assignments might qualify and how easy it is to submit them. Courtney said that she could give faculty members a list of which students in their classes meet the criteria for submission so that only those students' artifacts would need to be copied.

The greatest need for artifacts is for the areas of math and public speaking. Both of these outcome areas tend to be more specialized and localized. Writing and Critical Thinking outcomes can be identified more easily across the curriculum. Public speaking artifacts must be recorded for the assessment team. Janet suggested putting something in *The Advocate*. She also encouraged the committee to identify which faculty require presentations already and to explain to them the process for recording these presentations. It will also be necessary for the professor to identify which students are in each recording.

Courtney suggested that the committee members make one major announcement about the assessments and artifacts and then follow up with a reminder at the end of the semester.

Haifeng asked what level of math needs to be present for math artifacts. The response was that there is not a specific level of math, but that there should be some higher level of processing and critical thinking involved.

Courtney again presented the results for FY2015 assessment of mathematical methods. The results were lower than in previous years. What changed in FY2015 was that the math rubric was streamlined and the requirements for competency expanded to competency in all three areas. It

was also noted that the math artifacts come from a very small course population. To see if the drop in the FY 2015 results is “real,” artifacts from a more diverse course population are needed.

Ernest asked about the five year trend and why we present the information this way. The college reports this information to OSRHE and must be able to explain changes in the results. The information is also reported this way for transparency.

Next, Courtney discussed the need to address writing in the November meeting. She indicated that there was an issue for one of the assessment teams regarding artifacts submitted from Chemistry II classes. That team chose to not include those artifacts in their assessments because the assignment did not seem to fit the rubric. She stressed that teams should never eliminate artifacts. This elimination skewed the results of the assessments. One of the upcoming tasks for the committee is to review the writing rubric to determine whether it is too lenient for passing.

The discussions next turned to recommendations. One committee member suggested that it would be helpful to know how many writing artifacts passed with a rating of 1 and how many passed with a rating of 2. Both the math and writing rubrics need to be reviewed and possibly revised to improve their reliability. It was recommended that the committee encourage the submission of more artifacts from public speaking and math and to encourage more diversity by talking to faculty from more areas around campus. Further discussion was tabled for the November meeting as time was winding down.

Lastly, Janet mentioned that October 19 was the last day to go online to review HLC assurance documents. After that time, the document would be locked.

The meeting adjourned.