

General Education Committee
September 8, 2016 minutes

Began: 12:36 p.m.
Adjourned: 1:25 p.m

Present: Ernest Gobert, Mary Turner, Catherine Kinyon, Dr. Courtney Vahlberg, Dr. Janet Perry, Dr. Jeff Anderson, Jennifer Brumley, Angela Cotner, Dana Tuley-Williams, and Michael Boyle

Absent: Dr. Glenne' Whisenhunt, Greg Gardner, Michael Machiorlatti, and Dr. Max Simmons

The meeting began with introductions of new and returning members and their various roles around campus.

The next item of business was to review the minutes from the April 14, 2016 meeting. Dana made a motion to accept the minutes. Michael Boyle seconded the motion. The motion passed unanimously.

Next, the members spent several minutes discussing the committee charter and changes that needed to be made since two divisions have been integrated back into one. Angela proposed that the language related to the number of faculty members sitting on the committee be changed to reflect one faculty representative from each academic division. This proposed change would hold up to any future changes in the number of academic divisions in existence. Some positions relevant to the work and processes of the committee are currently served by persons in an interim or acting basis. Courtney clarified the process for making changes to the charter. She said that changes are initiated and voted on by the committee. The proposed changes are then sent to the academic deans for review. Lastly, the changes are submitted to the Vice President for Academic Affairs for final approval.

The position of Director of Academic Success has been replaced by a faculty position that serves to write the curriculum for and coordinate the offering of the Success in College and Life class. Several members agreed that the person holding this position should have a place on the committee. Michael Boyle suggested that this person serve on the committee as a resource member, but not as a voting member. In order for the committee to move on to other items on the agenda, Ernest suggested that members send him the changes that each would like to see. He would then compile the changes and send a document out for review.

The committee moved on to discuss the results of the summer assessments for each outcome. Math continues to produce the lowest competence numbers. Changes in the scoring rubrics for math and writing resulted in lower percentages of artifacts deemed competent in each of those areas in the last year. The new rubrics require that an artifact must receive a rating of at least 1 in each category of the rubric for that artifact to be considered competent. The OCCC target is for at least 70% of the artifacts for each outcome to be rated as competent. Writing outcomes have always been strong. The committee has faced challenges getting faculty from various

disciplines to submit artifacts related to math, and the results of those artifacts have consistently been below the results for other areas.

Janet shared a page from a document that is presented to the college's Board of Regents showing the General Education Committee assessments. Some of the newer board members wanted more detailed explanations for why the outcomes are what they are. Michael Boyle suggested that we might need to develop a statistical model to show that most OCCC students begin in developmental math. Jeff argued the relevance of that because most students should be through their math sequence by the time they have the thirty-five hours necessary for their artifacts to be used for the assessments. Ernest then shared his anecdotal observation that the students taking his math classes are vastly different in their skills and abilities from those who took his classes several years ago when he first began teaching at the college. At this point, time had run out and the meeting was adjourned before further discussion could ensue.