

GENERAL EDUCATION COMMITTEE
Thursday, November 8, 2012
Meeting Minutes

Began: 12:40 p.m.
Adjourned: 1:15 p.m.

Present: Dr. Courtney Vahlberg, Mary Turner, Dr. Janet Perry, Yuthika Kim, Jay Ramanjulu, Dr. Max Simmons, Catherine Kinyon, Dr. Kathy Wheat, Pam Stout, Doug Gregory, Dr. Jennifer Allen, Sherry Ray, and Charles Myrick

Absent: Greg Gardner and Dr. Glenné Whisenhunt

Guests: Dr. Jeff Anderson and Dr. Bruce Cook

The meeting began with a review of the October minutes. Pam made a motion to accept the minutes. Courtney seconded the motion. Approval was unanimous.

Next, there was discussion about accepting PSY 2123, Behavioral Statistics, as a general education math elective. The course is already a general education elective, but the argument was presented that the course is equivalent to the other three general education math options currently available to students. Jeff discussed the rationale, and Max indicated that he and the math faculty supported the addition.

A question was raised about the business statistics course that was once cross-listed with the math department statistics class. Charles indicated that that course had not been taught as a true math course for quite some time. He further stated that business statistics will be phased out and replaced by an economic analysis class that will have a calculus prerequisite.

The proposal to add PSY 2123 as a general education math options was unanimously approved by the committee, and it was sent forward to the Curriculum Committee that same day.

Next, Courtney presented an outcome for critical thinking that she had written as a starting point for committee consideration. After much discussion and some minor changes, the committee voted to accept the critical thinking outcome as corrected (see attachment). Courtney made the motion and Max seconded it. It was unanimously approved. Courtney asked that the description for the observation assignment for developmental psychology be sent to her so that it could be placed on the website as an example of a critical thinking artifact.

Someone posed a question about who is currently using the AACU critical thinking rubric. In the discussion, it was stressed that a rubric is not the only way that people measure outcomes and that about 40% use some kind of rubric. Max indicated that a good artifact is more important to the college than an artifact that fits a rubric.

Courtney again explained the collection and selection process. There is still some concern by faculty that submitting artifacts will increase their work load. The faculty member is responsible

for collecting the artifacts, but not for determining how many OCCC hours a student has. If a faculty member thinks they have a good assignment, please encourage them to submit it. For written artifacts, it is a good idea to ask students to submit two copies. The faculty member can then send one copy (the ungraded one) to Courtney.

The AACU rubric will be used for the first critical thinking assessment during the summer of 2013. Only the most appropriate row of the rubric table will be used to evaluate a particular assignment. Darby Johnsen and Steve Morrow have agreed to serve on the team that will assess critical thinking. Rubrics are on the General Education website under separate links. Courtney and Catherine are working to get the outcomes on the website under separate links. They are also working to make the website accessible for Open Pathways.

Courtney made a motion to accept the AACU rubric as a guideline for assessing the critical thinking outcome. Yuthika seconded the motion. It was unanimously passed.

The next meeting was set for February 14, 2013.

Max made a motion to adjourn.

Jennifer seconded the motion.

General Education Outcome - Critical Thinking

Outcome: The student will demonstrate the ability to think critically: to analyze, critique, and draw reasoned conclusions.

Subcomponents:

- Analyze evidence, position statements, or data thoroughly, in context, and without bias before reaching a conclusion or stating a position.
- Develop reasoned conclusions from that analysis.
- Support the conclusion or position logically and communicate that support effectively.

Sample artifacts:

to be added