

**December 3, 2009**  
**General Education Committee Meeting**  
**Jon Inglett, Chair**

Meeting Began: 12:35 p.m.

Meeting Ended: 1:20 p.m.

**Members Present:** Jon Inglett, Mary Turner, Catherine Kinyon, Dr. Jeff Carlisle, Ernest Gobert, Douglas Gregory, Lori Farr, Robin McMurry, Dr. Janet Perry, Randy Hopkins, Max Simmons, Greg Gardner, and Jeff Cleek

**Members Absent:** Tamala Zolicoffer, Jay Ramanjulu, Dr. Glenne' Whisenhunt

Catherine Kinyon made a motion to approve the amended minutes.

Lori Farr seconded the motion.

The motion was approved unanimously.

The meeting consisted of a review of the draft of the FY09 General Education recommendations. Jon instructed the committee to worry about recommendations for now. The committee will worry about "how" to accomplish the recommendations at a later meeting.

**Recommendations:**

1. More faculty should participate in the assessment process and submit General Education artifacts. There was some discussion about how many faculty seem confused about who can submit such artifacts. The course being taught does not have to be a general education course.
2. OCCC faculty, staff, and organizations should encourage more students to attend seminars hosted by the learning labs, the library, Student Life, etc. It was suggested that each month could have a different theme and multiple seminars could be hosted. These could also be videotaped and uploaded.
3. Workshops for students should be available on how to give presentations and how to integrate multimedia into speech performances. CS 1103, for example, requires Powerpoint presentations (1/5<sup>th</sup> of course).
4. Appropriate faculty courses should expose students to group and public speaking settings at least once or twice each semester.
5. Faculty assignments should address all levels of critical thinking skills (from knowledge to evaluation on Bloom's Taxonomy of Cognitive Skills). It was mentioned that sometimes students don't know basic terms related to the course, so they have no way of achieving higher levels of thinking and performing.
6. Faculty should be encouraged to use and/or modify the General Education Assessment rubrics (listed on the website) for classroom purposes. This was suggested by a professor who is not on the committee (Akram Taghavi-Burris).

7. Professional development sessions should be developed for faculty to teach them how to integrate public speaking and interpersonal communication into courses across the disciplines. Jon will reword this item and send it out.
8. Professional development sessions should be developed for faculty to teach them how to integrate assignments using Bloom's Taxonomy of Cognitive Skills. Some of the newer (younger?) faculty have never had instruction on how to write objectives or on what objectives are. This is a good place to start. It may lead to the development of some type of Master Teacher process (Greg Gardner).
9. All rubrics should be reviewed and/or revised so that they become more inclusive across the curriculum. They need to be more user-friendly.
10. Student outcomes should be revised to include the following language: knowledge, comprehension, and application. (Currently, the verb "demonstrate" places the outcome on a specific level.) This item has been tabled until after Fall 2011.
11. For the writing outcome, students also need knowledge and understanding of plagiarism, paraphrase, summary, and documentation. This item is too restrictive. Students should develop these skills, but the skills are evident in good writing.