

**General Education Committee  
September 9, 2010 Meeting Minutes**

Meeting Began 12:35 p.m.  
Meeting Adjourned 1:26 p.m.

**Present:** Jon Inglett, Mary Turner, Catherine Kinyon, Randy Hopkins, Dr. Janet Perry, Dr. Max Simmons, Greg Gardner, Dr. Felix Aquino, Jay Ramanjalu, Lori Farr, Doug Gregory, Tamala Zolicoffer, and Linda Cowan

**Absent:** Ernest Gobert, Jeff Cleek, Karla Schenk, Dawn Ladiski, and Dr. Glenne' Whisenhunt

Max Simmons made a motion to approve the minutes of the April 2010, meeting. Tamala Zolicoffer seconded the motion. The motion was approved unanimously.

Catherine Kinyon requested that a paragraph that was poorly quoted be struck from the minutes. Max again made the motion and Lori Farr seconded the motion. The motion was approved unanimously.

The first round of business was to welcome new members. The committee went around the table allowing members to introduce themselves and tell what they do and what makes them happy.

Jon began the meeting by reminding the committee of its purpose. The General Education Committee exists to promote quality and excellence in the general education components of degrees, both through curricula and assessment.

Update: There is now a General Education Committee Chair stipend. Because of the volume of work involved in chairing this committee, especially with respect to collecting artifacts and training assessment teams to assess those artifacts, the chair will now receive three (3) credit hours of stipend each semester. This addresses the importance of the position and the workload. There is an ongoing process of getting faculty involved and keeping them involved. The assessment teams meet in the summer, and the chair meets with them and gets them going.

Dr. Aquino commented on the results of the General Education assessment results, calling them an outstanding piece of work. The challenge is deciding what we do about the results. Two areas specifically will require some work on the part of the committee and institution:

Mathematics (conclusions and evaluations)—we need to develop some strategies to improve. Many of the artifacts still come from one division.

Public Speaking—we need to develop strategies to improve this competency. A challenge with this competency is that no division “owns” it and not all students are required to take a formal public speaking class.

The issue of public speaking competency has been addressed before. One question is whether or not we should have a competency that is not addressed in general education courses. Should this course be a required part of the general education component of all degree? Many courses are already too loaded to add a formal speaking requirement. Many degree programs are also loaded. Another issue is that not many faculty submit speeches for assessment. What percentage of programs includes a public speaking class? Are those faculty who include oral presentations in class teaching students correctly?

Students are encouraged to interact and speak in collaborative learning classes. Some capstone classes (e.g., Political Science) require public speaking. Do we need to make COM 2213 a requirement or just find where it's embedded? Two routes were addressed: via academics would require coming up with a plan to incorporate the class into existing degree plans and moving through the Curriculum Committee; via Enrollment and Student Services would enlist the aid of Student Life.

NOTE: The Office of Student Life is presenting Brown Bag workshops on public speaking this year and a new Public Speaking Lab has been opened on campus.

We are also challenged to find ways to improve the conclusions and evaluations areas of math.

Part of the challenge is to get faculty buy-in and also getting their participation. It's possible that there are artifacts that have not been tapped.

We need to find the little pockets of students who are required to speak in a non-public speaking class. Some of the questions include, "Should we be looking at Public Speaking?" "Should we change the assessment?" "Is it currently appropriate?"

What are the root causes for the low results?

Dr. Aquino issued a challenge of collecting 100 artifacts for each competency; find ways to encourage faculty to participate.

Doug Gregory had a question about the last paragraph in the notes. He wants to stress the value of the general education requirement in the AAS programs. The stress is most commonly on the general education benefit for students in transfer degree programs. There is also value in the AAS programs with respect to quality of life on the job, ability to think and grow at work, etc.

The meeting adjourned at 1:26 pm.