

**General Education Committee  
Minutes**

January 23, 2023

<b>Present:</b>	Mark Jacobson Paul Pope Keeara Rhoades Jason Comer Rodrigo Lobo TyRee Jenks	Melinda Tilton Mara Pierce Ana Diaz Jeff Willardson Lance Mouser Bryan Grove (ex-officio)
<b>Absent:</b>	Jennifer Lodine-Chaffey* Daniel Willems*	Emily Arendt*
		*excused
<b>Guest:</b>	Kathleen Thatcher	

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The meeting was called to order at 3:00 p.m. in LA 627.

I. ACCEPTANCE OF MINUTES

The minutes of December 17 were accepted as presented.

II. DISCUSSION/ACTION ITEMS

**A. Semester Goals**

Ms. Tilton stated that this Spring the GEC will finalize the assessment rubric, test drive it, and adjust it as needed. After that is complete, the Committee can discuss a process for regular assessment and an implementation date.

The Committee broke into workgroups to discuss finalizing their rubrics.

The finalized rubrics need to be in the Box folder by February 3. Then, from February 3 until our next meeting February 13, Committee members will review the other rubrics. Deb and Rachel Schaffer of English, Philosophy and Modern Languages have agreed to review the rubrics for consistency as well.

At the February meeting, we will begin test driving the rubrics using artifacts from our own courses, from either Fall 2022 or Spring 2022. Those will also be submitted to a new Box folder, separated into outcomes. Please submit both the assignment and one or two pieces of student work completing the assignment.

### **B. Process**

Our next step is to map our program outcomes to all the courses which were marked “achieve” in the curriculum map (which is not quite complete), and then to figure out what is a good sample size for assessment. If we ask for artifacts from all the sections of a given course, that’s going to be a lot of artifacts. Should we lean away from part-time instructors? How many outcomes do we assess every year? It was suggested that if we do three of the nine program outcomes each year, we end up with a three-year rotation. However, there is no clear-cut rule for a good sample size. Do we do 3% or 5% of those courses marked “achieve” in the curriculum map? Maybe 20% of students? Further, it was noted that not all instructors are going to get the job done every time, so we have to prepare for attrition. Also, some courses are taught almost exclusively by part-time faculty, who are not paid a lot and therefore we can’t ask them to do a lot.

Another point is the artifacts themselves. We don’t want the entire math test, if, for instance, two of the questions meet outcomes. Quizzes may or may not be a good artifact. The situation may also arise where there is no assignment in the course that shows achievement of the outcome.

It was noted that this is all to get our minds working on these questions, which will be decided later. We need to be able to explain the criteria we use to choose a sample, but our work will never be perfect.

The meeting adjourned at 4:20 p.m.

Respectfully submitted, Rita J. Rabe Meduna.