

**General Education Committee**  
**Meeting Minutes for October 16, 2015, in Faculty Senate, JUB 100**

**Committee members attending:** Kari Neely, Andrew Owusu, Brandi Lindsey, Charles C. Chusuei, Aimee Holt, Philip Loubere, John Zamora, Georganne Ross, Yang Soo Kim, Greg Nagel, Willis Means, and Michelle Stevens

**Ex officio members attending:** Sheila Otto, Dawn McCormack (for Mark Byrnes), Greg Schmidt

**Guests:** Nancy McCormick, Aleka Blackwell, Charles Baum, Mary Beth Asbury

**Opening business:**

- Following a welcome from Aimee Holt, the committee chair, and introductions around the room, it was determined that a quorum was present, and the minutes of the September 25, 2015, were approved unanimously (Charles C. Chusuei made the motion; it was seconded by Brandi Lindsey).

**New General Education course proposal:**

- Charles Baum of the Department of Economics and Finance answered committee members' questions and fielded comments regarding the proposal that ECON 2420 (Principles of Economics, Microeconomics) be added to the Social/Behavioral Sciences area of General Education. Dr. Baum stressed that Macroeconomics is currently included in this category but Microeconomics is not, despite its interest to those in human resources and business, among others. He also pointed out that other TBR schools already include this course in this section and that little to no change was needed in the course structure or in the staffing of General Education in the Department of Economics and Finance to conform with General Education guidelines.
- Greg Nagel moved to approve the proposal, Willis Means seconded, and the proposal was approved unanimously.

**General Education Competency Assessment Reports for 2014-15:**

- Nancy McCormick presented the report for MATH 1710 (College Algebra). She reported that 1,822 students in all of the K and non-K sections of MATH 1710 were part of the evaluation, which was primarily a common 40-question final examination. She reported no statistically significant change in achievement since the last report, but noted there's a longer term improvement despite no change in entering ACT scores. Dr. McCormick reported that the department had appointed a Mathematics General Education Course Coordinator to better coordinate the many contingent faculty who teach the course in the existing course communities and to redesign the course to better meet national and TBR standards. Interestingly, the students in the K courses perform at the same level as the non-K courses. This may indicate that 19 ACTs should be advised to take K courses.
- Georganne Ross moved to accept the report, Greg Nagel seconded, and the report was

accepted unanimously.

- Aleka Blackwell presented the report for ENGL 1020. She noted that changes in the chair, the assessment leader, and some of the assessment measures make it more difficult to compare this year's results to previous years. Of the approximately 2,000 students taking ENGL 1020 in the spring semester, all (including K and ELL sections) were required to submit essays, resulting in a pool of 1,570, of which a random sample of 100 (6.4%) was selected for evaluation by a committee made up of two readers per rank who met for three hours to develop standards and then graded their essays over a period of one week to one month (they were paid for this service). Changes in assessment this year included that all essays were not graded in a single day, the scoring scale changed from a 3-point scale to 5 points, and each essay had 2 scores from two different people. The results showed improvement in all categories except one.
- The report was accepted unanimously.
- Mary Beth Asbury presented the Oral Communication Assessment report for COMM 2200. The assessment method looked at the informative speech outlines and recorded persuasive speeches of a sample of 16.8% of the 1,352 students enrolled in 66 sections in the Spring semester. Although there was some concern over a drop in scores over the previous year, it was noted that this was only the second year that they were using a 5 pt. scale and therefore there was not yet a clear pattern. She talked about a TAF grant that the program was working on to create a center where students could practice (record and rewatch) their speeches and even receive peer and instructor feedback.
- The report was accepted unanimously.

***Critical Thinking Assessment: California Critical Thinking Skills Test report***

- Sheila Otto reported that the test report showed lower scores over the past couple of years that had culminated in our being below the national average now. She has asked Chris Brewer if the change was statistically significant. These skills might be included in the course redesigns, but there is currently no incentive to do so.