Voting Members Present: Kevin Humphrey, Gary Edwards, Ali Khalil, Bob Bennett, Randy Kesselring, Marc Williams, Loretta McGregor, Pam Towery, Ilwoo Seok

Ex-Officio Members Present: Gina Hogue, Summer DeProw

Members Absent: Lillie Fears

Convene the meeting. 3:30 pm by Bob Bennett

1. Committee to approve the November 30 meeting notes
   1. BB Delay approval of minutes due to sensitive nature. Will approve by email.
2. Status of Biology Sex course
   1. BB spoke with Dr. Risch. Risch met with Grippo last week. Dr. Grippo did agree to meet with Dr. DeProw, Dr. McGregor, and Dr. Risch. Dr. Risch will be setting the meeting.
3. Report of Dr. Hacker's sub-committee
   1. See attached
   2. AK The sub-committee was enthusiastic about list of Gen Ed events on campus. These are all suggestions. The subcommittee doesn’t have the power to push forward without the approval of committee.
   3. BB accepting motion. LMG move, SDP second. Passed.
   4. BB we need a formal proposal. SDP Purpose statement is the first step. GH once you have the purpose statement, then take it to provost, deans, and chairs to ask how we make this happen. BB can the subcommittee come up with the purpose statement? AK yes. BB send it out to all of us to comment on.
      1. MW we have so many performance arts events. We are always looking for interdisciplinary support. KH if you could send us some of those activities and send to the subcommittee, we could keep that for going forward. AK it would be helpful to list the “theme.”
   5. AK will we need to present information at the first meeting next year, or following? BB maybe sometime in January.
4. Chemistry and Physics QRII
   1. BB William Burns knows he will need individual reports for each course.
   2. SDP Pool is 34 items and random set for each class. How is that going to work? Would a chem get questions appropriate for a physics student? RK I doubt it would be random, rather selected by professor. Even though we call them different things, students would be learning basically the same sort of thing in these sets of classes. You could make an argument that you could use one pool for a set of classes. But this crosses several fields. IS physics 1 is very different than 2.
   3. KH defense of this technique is in #5. It sounds like all of these questions are applicable for all of these classes. IS then the assessment would be only over chapter 1.
   4. BB students are going to see these same questions, possibly multiple times.
   5. LMG I am concerned about the size of the pool versus the number of courses.
   6. LMG maybe the recommendation would be that they come up with separate instrument for labs as well as the instrument from the class? The justification in 5 implies that there is overlap in the classes.
   7. RK if you have a set of 34 questions that are given to 11 classes every semester every year, it’s not going to be long until everyone is acing it. LMG I think that they need more questions.
   8. SDP I was really impressed with BIOL questions. It is getting the foundational information. But I don’t get the “implying to make informed decisions” in these questions. Am I missing something? BB agrees.
      1. LMG I could make an argument that #2 is definitely something that our students need to know. They could apply that information and use it later.
      2. IS this is all information that the student probably knows before taking the course, not used as assessment after the class. These are not ending assessment questions. These assessment questions/problems are supposed to be used at the end to assess how they learned in the course. These questions seem more like they are assessing what they know before taking the course.
      3. SDP and LMG this implies location of application.
      4. SDP this could give us a false positive of learning here when they really learned it somewhere else.
   9. SDP Perhaps these are good but they need more, perhaps short case study similar to what BIOL did.
   10. SDP the conclusion of the quality of the courses, is somewhat marred because as a student, you will get the same question in Physics 1 as you did in Chemistry 1. I could see these questions up to 3 times.
   11. KH drew attention to #8 when this will be assessed.
   12. BB 1st question- Is the idea of using one set of questions for all of these classes acceptable as an assessment strategy.
       1. The committee has reservations about the applicability of this strategy for all of these disciplines.
   13. BB 2- they address one part of the outcome, but not the other part of the outcome.
   14. LMG also the issue of having the same questions in the class and the lab.
   15. SDP concerns about 4 answers versus 5 versus 6; isn’t good testing procedure, is it? LMG it depends on how you lay it out in the test.
5. Misc.
6. Member items
   1. AS will send out doodle poll after classes start in January, first meeting in February.

Meeting adjourned. 4:32 pm

Subcommittee Assignments

Marc Williams, Lillie Fears, and Hans hacker – Nursing Microbiology Lecture and Nursing Microbiology Lab; People and the Environment

Rebecca Oliver, Randy Kesselring, Hong Zhou, and Mathew Costello - Biology of Sex, Human Anatomy and Physiology Lab, and Human Anatomy Lecture

Pam Towery, Loretta McGregor, Ilwoo Seok, and Michael Fellure – Biology of the Cell Lecture and Biology of Cell Lab

Gary Edwards, Ali Khalil, and John Humphrey – Biological Science Lecture and Biological Science Lab