Place and time: General Education Committee was called to order at 3:30 PM on Monday, October 18, 2010 in Rm. 4104 at the Knight campus, and by video conferencing at the Providence and Newport campuses.

Membership: Members present were Dean Martín Camacho, Cindy Hansen, Biology, Ray Kilduff, Psychology, Co-Chair, Jack Owens, Physics, Co-Chair, and Allison Petro, English. Members unable to attend were Margaret Burke, Computer Studies, Rebecca Clark, Art, and Jeanne Mullaney, Foreign Languages.

1. Reconstitution of the General Education Committee - Dean Camacho served as interim chair of the meeting, pending approval by the committee of his assuming the role of chair at the next meeting. Jack Owens agreed to continue to serve as co-chair, again pending approval by the committee.

2. Membership of the Committee - The need for additional members was discussed. Additional representatives are needed including one from Mathematics, one from Chemistry, two from Social Sciences, since that department encompasses many disciplines, and one from Performing Arts. Ray Kilduff will bring this up at the department chairs’ meeting tomorrow.

Membership on the committee requires a commitment to attend all of the meetings and to make a significant investment of time outside of meetings. In consideration of this, Dean Camacho will discuss with Vice-President Morgan the possibility of granting committee members release time.

3. Previous Progress - The four abilities delineating the attributes of an educated person were discussed. It will be necessary to revisit them to some extent, particularly to make sure that, if used as outcomes, we will be able to measure them. We need to establish how the goals expressed relate to specific attributes of courses. Ray Kilduff pointed out that Bristol Community College has many more details in their goals and that they more readily relate to course content. Dean Camacho included in his handouts a page spelling out "The Essential Learning Outcomes" from LEAP. In some respects our definition of an educated person is aligned with those outcomes, but the first outcome addresses knowledge, whereas the definition we have come up with does not. Discussion ensued as to how knowledge is implicitly implied in order to accomplish the abilities that we have spelled out.

If any significant changes are to be made to our definition of an educated person the faculty as a whole will need to be consulted.

Another consideration is how assessable these goals are. Jeanne Mullaney will be asked to analyze the goals to address this issue.

4. Next Steps - In order to meet accreditation standards it is necessary to develop a means to demonstrate that the general education requirements actually accomplish the intended outcome for our students. A process of “mapping” the four abilities with each course and with programs will need to be done. Each course in the core curriculum will need to be evaluated for its contribution to the definition of the educated person and a means of assessing that contribution will be required and implemented; the
committee will then be in a position to evaluate the requirement that each program addresses all four categories of an educated person.

Dean Camacho proposed that each course that meets General Education requirements develop outcomes from the CCRI’s educated person definition and that at least one of those outcomes be designated as a primary outcome that addresses a specific component of the educated person abilities. That outcome would be evaluated quantitatively and become evidence that could be presented to NEASC. Secondary outcomes would be designated as contributing toward the educated person abilities but would not be quantitatively evaluated; indirect proof would be acceptable.

This implies that each of the general education courses would need some sort of rubric or assessment tools to provide the required evidence. It was pointed out that not all instructors teaching a given course might agree to use the same rubric. In that case, more than one might be accepted, but the committee will need further discussion of this point.

The upcoming accreditation visit imposes a timeline on the activities of the committee:

- **2010-2011** Analyze the educated person goals for assessability and modify as needed. Develop an assessment process.
- **2011-2012** Interface with departments to develop an assessment process as outlined above, and begin assessment process
- **2012-2013** Continue assessment and collect data for NEASC, committee evaluation, and information to departments and faculty
- **Fall 2013** NEASC self-study report

5. **Articulation** - Dean Camacho announced that RIC is in the process of re-visiting its general education requirements. As we proceed with our work, we need to consider how we might mesh with what RIC proposes.

6. **Next meeting** - The next meeting was set for Monday, November 8 at 2:15 PM. The video conferencing rooms would again need to be utilized to accommodate faculty at the different campuses.

7. **Adjournment** - The meeting adjourned at 5:15 PM.