SUNY Broome General Education Committee

Meeting Minutes

Thursday, February 8, 2018   3:00 pm

Location: Decker 215

Voting Members in Attendance: E. Brand, P. Evans, A. Haggerty, K. McLain, S. Ohl

Non-Voting Members in Attendance: A. Brandt, R. Hagerman

I. Call to Order at 3:06 pm.

II. Review and Approval of Minutes (12/05/2017) Motion by E. Brand, S. Ohl 2nds Motion. Approval Vote (4/0/0)

III. Updates

   a. Bylaws Mission updated January 5, 2018. Dr. Battisti is okay with all.
   b. CAI request is pending.
   c. Middle States Conference attendees' overview of trip was positive.
   d. K. McLain traveling to various conferences including Albany Town Hall in March; topics expected to discuss are Renewal Cycles, Expectations, and Reporting.

IV. New Business

   a. Women, Gender, and Sexuality, a new course sent from Fred Loveland; appears this will be sent to Curriculum Committee and the CC proposal sent to K.McLain as a heads up. Dr. Loveland has not responded to K.McLain's request regarding about whether or not he will be putting this through to Gen Ed.
   b. BIO 104: Health for Haiti; Jen Musa wants this course to be a Gen Ed, and cross-listed with Health Studies. Same criteria needs to be used for both courses and assessed in same way, and listed in one Gen Ed category.

      A. Brandt explained that a Gen Ed course is about transferability; that is, a general survey course has breadth versus a vocational (labor-focused) course. Furthermore, a Gen Ed should have strong theoretical foundation with theory, then expounded upon, for example, BIO class should have foundation and theory. Another example, choose a theory like Sociology for the Health for Haiti course with Social Science outcomes. A. Brandt further explained that this it is a cultural shift that Gen Ed is rigorous.

      K. McLain reiterates that it is a challenge to cross-list BIO 104 with Health Studies.

A. Haggerty asks if there are students who do not take a science however need BIO104?

Amy Brandt explains that schools may or may not take BIO104: Health for Haiti as a Gen Ed course because the theory and application are not there, more time in the classroom is needed. Transfer for a degree requirement vs. a general survey course not likely at other schools.

R. Hagerman suggests "Degree Audits" especially where Gen Eds are cross-listed with conflicting information; for example, an ART course is a Gen Ed, and a COM course is not a Gen Ed however both are cross-listed; so waive this Gen Ed because COM 115 was taken by the student and not ART115, this is a problem. Reviews are needed for quality control and suggests an audit for cross-listed courses.

c.   SLAC Meeting schedule, R. Hagerman will provide updates.

d.   Program Review Committee

A. Brandt says all registered programs must be assessed. Furthermore, Course Level Learning Outcomes must align with Program Learning Outcomes which must align with SUNY Institutional Learning Outcomes.

A. Haggerty reiterates that Middle States Accreditation is the focus.

A. Brandt explains that the Program Review Mission is to measure and meet institutional benchmarks, asking, how do we align poor-performing programs? Are they healthy? She wrote outline for Program Reviews. Data stored in IMPROVE, previously known as TRACDAT, using NUVENTIV software. IMPROVE allows us efficiency in use of assessment data. SLAC data is stored via IMPROVE. How are course choices made, what courses should we include, degree pathways? We need a "core" for each program so include what? Breadth and depth is our goal for assessment. What have students learned? How do we know this? SUNY mandates. Explain these concerns to Gen Ed faculty. Evidence is the program review, it is important that a degree means something, has integrity. State the success and failures in program standards. How can we prove that students have learned? Prove through assessment data, giving us accountability. How are we progressing? How are we fixing the issues? How are we improving?

R. Hagerman states Gen Ed goal is simplicity and to be rigorous.

A. Brandt would like SLAC to provide Division Reports, a program review aggregated over time and based on these results offer updated professional development for the faculty; cohesion and efficiency in efforts. Program review every five to seven years.

A. Haggerty says it is easier to get on a five year schedule.

Amy Brandt asks, what is the definition of a program? Registered programs and crosswalks, yes, Gen Ed courses, should follow same as in degree programs. Software manages "curricular changes".

e. R. Hagerman explains SLAC Presentation. Two forms are sent to Departments. In the fall, plan for assessment for one year including a questionnaire asking about criteria, time schedule, benchmarks et al. Historically one objective for one course and only one course reviewed. Ask for timeline for all courses with more outcomes.

A. Brandt questions a crosswalk in a degree program, do they meet ILO? Objectives need to align with ILO in the future.

R. Hagerman says benchmark is typically a "C" or better. Consider the course, modality, and what SUNY ILO is being met.

A. Brandt suggests to codify schedules for crosswalk. Blackboard is useful here.

S. Ohl asks where are all materials stored? Flexibility necessary for integration of program needs. Artifacts can be uploaded, Blackboard.

A. Brandt says organizing material/course data is for analysis, for example, NUVENTIV can separate and look at age and gender. Technology is a culture shift. Amy is working with Teaching Resource Center, a two tiered effort: getting basic info to faculty that they need to know and goal is to "access more reality". Blackboard makes it easy for students/teacher to log-in to syllabus, schedule, grades; and homework can be submitted and time-stamped.

S. Ohl asks, how long should we store material? Answer is 10 years for Final Exams. Referred to the Registrar for complete information about records retention.

R. Hagerman provides information on "Mail-Merged Document", it generates a report and automatically runs through, and then Dean gets Divisional Reports/spread sheet. Results Form is distributed in spring. Scores and student performance can be reviewed. Spread sheet with link provides access to data. Original student work is kept. Benchmarks are a reflection of faculty and consistency. Online, Blended, Fast Forward, Classroom are modalities included in Summary Report.

K. McLain suggests we establish Gen Ed schedule. Hands out Degree/Freshmen Exp.

R. Hagerman reiterates that a plan needs to be established first then she will want to incorporate a schedule. Department's responsibility to assess courses providing a

Frequency Chart and Program Chart. Two hundred eighty Gen Ed courses total, choose forty-fifty courses to assess.

A. Haggerty says allocation of resources is based on demonstrated student needs, never tied to student learning. Resources should support student learning and SUNY ILO's.

R. Hagerman says that a high retention rate is the goal.

K. McLain says that our next goal is to decide on what courses to include in our Gen Ed program.

f. Call for New Business: None.

V. Adjournment 4:39 pm. Motion by K. McLain, S. Ohl 2nds Motion. Approval Vote (4/0/0)

Respectfully submitted by P. Evans for E. Heard, Secretary.