

**SUNY Broome Community College
General Education Committee Minutes
3/17/22**

College Vision: **Learning today, transforming tomorrow.**

SUNY Broome Mission: SUNY Broome Community College supports all members of the learning community by creating access to inclusive, diverse educational experiences. Success is achieved through the provision of innovative academics, transformative student support, and meaningful civic and community engagement.

Institutional Values: **INQUIRY, RESPECT, INTEGRITY, TRUST, EQUITY**
Thursday, March 17, 2022, 3-4:30 pm
Via Zoom

Vision: LEARNING TODAY, TRANSFORMING TOMORROW

Voting Members Present: H. Bartlett, B. Dawe, L. Heron, K. Moyer, C. Tokos, C. Church (late)

Non-voting Members: J. Anderson, P. Bond, D. Berchtold, A. Hollister, S. Malmberg, M. McKay, K. McLain, R. Petrus, N. Roth, M. Stamets, M. Snyder, K. Webber, E. Wilburn

I. Call to order

II. Minutes from 3/3/22 Motion to approve C. Tokos, 2nd L. Heron Vote: 5, 0, 1 (absent)

III. Course Revisions

- a. HIS103
- b. HIS104

Updating to the new SLOs for World History and Global Awareness. Still keeping the old SLO for Western Civilization as well.

No questions from the committee.

Will vote at the next meeting.

- c. CRJ245

The course has been a Gen Ed for a long time, but have now added in the new SUNY SLOs. The course isn't changing—the course has always met and still meets the SUNY requirements for a Social Science. It is a writing intensive course and meets the requirements of WINC. May look at adding the Communication SLOs in the future, but not currently.

No questions from the committee today.

Will vote at the next meeting.

IV. New Business

- a. Dr. Kim McLain, update from Institutional Effectiveness & Enrollment Planning
Continuing with Pathways work. There was a workshop with faculty last week and there is a meeting coming up this Monday where faculty working on Pathways will present and

receive feedback before the larger presentation. Working on the recruitment and enrolment workgroup.

ILOs next step will be to do a special Broome Zoom at 2pm on March 30th to present them to campus and get feedback at that time.

b. Information Literacy Toolkit

S. Malmberg gave a quick overview of Credo's InfoLit Toolkit

Q: would the customization be done at the college level or at the departmental level?

A: At the college level and then implemented in courses that all students take. It is very easy to download who has completed the modules and assessments. Can even compare students who take it as part of Eng 110 vs taking it as part for COL105 for example and then make changes if necessary.

Q: Who would be responsible for customizing the course?

A: This would be a campus decision—maybe housed in the library who would work in connection with the Gen Ed committee to make and approve changes.

Q: How does this compare to how we use the current Toolkit?

A: This would replace the current Toolkit. This new one makes it easier for faculty to keep track of completion and to help ensure the students are meeting the ILO.

Q: It might depend which program or even which class what style they use—MLA vs APA—can you tell students to skip a part or will that mess up assessing the modules?

A: Will look into whether we can have 2 versions—one with MLA one with APA to roll out to specific programs.

The readings, videos, and assessments are all short—manageable for students to take.

Q: Would students have to take it more than once if it is used in multiple courses?

A: One and done. We would need to work out how that would work with who is responsible for reporting and tracking the reporting.

Q: Is there protentional for watching part of the module again. Say students complete it in COL 105 and then Eng 110 instructors could have students review the video and material on citations.

A: Yes, the students would continue to have access, although there wouldn't be a way for instructors to check with the system to know if students have done the review.

Possibly could also be used to meet the Critical Thinking Competency—need to investigate this more.

The librarians share other options they are looking into. Niche Academy is used in other institutions. Links to check out are below.

Credo preview:

<http://webster.sunybroome.edu:2048/login?url=https://infoLit.credocourseware.com/courses/course-v1:InfoLit+Core+4794/course/>

Niche Academy preview

<http://webster.sunybroome.edu:2048/login?url=https://infoLit.credocourseware.com/courses/course-v1:InfoLit+Core+4794/course/>

Has a library of tutorials and you can customize and add to the Niche library

ProQuest Preview

<http://webster.sunybroome.edu:2048/login?url=https://infolit.credocourseware.com/courses/course-v1:InfoLit+Core+4794/course/>

Librarians have also been working on their own tutorials, which is slow going, but is an option to make it exactly what we want and need.

We need to create a group to look carefully at all the options and make sure that it meets the ILO requirements and that it is clearly and easily assessing the ILO. S. Malmberg will set this up and work with R. Petrus & P. Bond to gather information on all the options being explored. K. Moyer and L. Heron will join the committee on behalf of the Gen Ed committee.

c. New General Education Requirements Maps vs ILO maps

There were questions about PED and WE requirements for all programs. The paper trail for these requirements is missing. A number of years ago BPS wanted to drop the requirements, but LA kept them and it seems to have become a choice by Division. There is nothing in writing that D. Berchtold knows of going back to 2001. The 2010 catalog and possibly the 2013, may have some language that discusses cardiovascular requirements and civic engagement and other local gen eds. When we aligned our Gen Ed to SUNY's the written documentation and requirements seems to have disappeared. So programs are requiring them, but there is no campus-wide requirements. LA programs all require them. What about other divisions?

If programs feel that PE for example is important to their program, then they should keep it in the program requirements. But they should think about how it fits into the program and if it does make sense to have it part of the program.

Transfer paths are another layer to be looked at.

There was a lengthy discussion of writing emphasis courses and programs/courses that required them.

V. Call for New Business

VI. Adjournment 4:29pm

Respectfully submitted by K. Moyer.