

**SUNY Broome Community College  
General Education Committee Minutes  
11/04/21**

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, November 4, 2021, 3-4:30 pm**  
**Via Zoom**

**Vision: LEARNING TODAY, TRANSFORMING TOMORROW**

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

Non-Voting Members Present: J. Anderson, D. Curtain, S. Gible, S. Malmberg, R. Petrus, N. Roth, M. Stamets, E. Wilburn

**I. Call to order**

**II. Minutes from 10/21/21** Motion to approve: L. Heron, 2<sup>nd</sup> H. Bartlett, Vote: 4, 0, 2 (absent)

**III. Courses**

No courses to be presented or votes.

**IV. New Business**

- a. Dr. Kim McLain, update from Institutional Effectiveness & Enrollment Planning  
Slides from Gretchen Schmidt went out to the campus. Unfortunately, the recording did not work so hopefully she'll be able to come back to campus to speak with everyone about pathways. As we move forward with pathways across campus, the Gen Ed committee will continue to receive updates.
- b. Course approval timeline  
No clear way to shorten the timeline given the current guidelines for submission of materials to Curriculum Committee. We can shorten our timeline, and we do accept material up to Sun of the week of the current meeting, but Curriculum Committee has a strict deadline of 12pm on Thursday 2 weeks before the meeting date—this is what creates the delay for courses.

c. Assessment of ILOs

After this meeting, B. Dawe will send out a document with the suggested list of Gen Ed courses that meet our ILOs. She asks that each representative specify the specific SLO from the course that captures the ILO it is matched up with.

d. Information Toolkit

S. Malmberg walked us through an overview of the Toolkit.

There are concerns about Module 2, which deals with research--it could be more robust, especially in terms of the assessment and trying to measure the specific criteria that the ILO asks for.

Get rid of Module 1 because it isn't really meeting out students' needs (too basic).

Module 2 needs to meet the ILO 6 criteria and also the new SUNY Guidelines—this is a requirement that all programs need to meet. If all programs require the revised Toolkit, then our students can all meet the requirement in a pretty painless way.

There was a question about where the students get to practice the skills that are taught in the Toolkit—how do the courses who require the Toolkit follow-up on the information taught in the Toolkit?

COL105 does ask for students to do research and find sources—doesn't follow up at all with the current Module 1. Since they are usually embedded in survey courses, they may not get a lot of practice in the courses.

The idea that students take the Toolkit early in their college career—1<sup>st</sup> or 2<sup>nd</sup> semester and then they make use of these skills throughout their other courses in their time here at SUNY Broome.

The idea would be to include it in every program and early on—learn how to evaluate and locate sources and then students apply this knowledge in courses throughout their individual programs.

There was a brief discussion of how these skills are used in ENG, BUS, and other upper-level courses across programs.

Toolkit can introduce them to these skills and concepts, but practice is needed to give students a clear understanding and mastery of information literacy. Librarians would be interested in having some type of clear count or list of courses that then require these skills post students taking the Toolkit.

The college decided years ago that this Toolkit in an introductory course would be where and how we assess this ILO and Gen Ed competency. So we should work towards making sure that the Toolkit teaches and measures the ILO and the new guidelines from SUNY.

BUS has been using the Toolkit for 3 years now and there are issues with students actually completing the modules. There was a question about who eventually looks at the data.

Program Review checks to see where and how the ILO is being met. For example, in Music, the Program Review showed poor completion of the activity and so changes were made to how the instructors assign the Toolkit (was extra credit, but now is a required quiz).

Reworking the information included in it may help—getting rid of Module one may make it more bearable for students to get through.

It was asked if the Gen Ed committee should make a recommendation to the campus that every program across the campus make use of the revise Toolkit. This idea will be revisited after the ILOs have been revised.

What do the librarians need from us to help them revise the Toolkit?

List of courses that actually use the Toolkit and access to the results from students so that it can be assessed by the librarians and adjusted as needed.

The issue was raised with the wording of the SUNY Gen Ed framework that mentions students will use resources appropriate to their disciplines...how can this be included in the Toolkit? And how will we be able to assess the follow-up piece of students applying it in their discipline?

Focus on how to make the skill core robust instead of focusing on the follow-up part.

Question about calling this a foundational skill and in a foundational course...is there any discussion about what happens as students leave this course and go forward? It gets more complex as students move higher in courses.

There was a discussion of providing a foundation and introduction to ensure students have a solid understanding of these skills that can be applied within their discipline as the move forward in their program.

There is a difficulty in assessing whether students have the skills based on a multiple choice quiz

Work with instructional designers to help create an assessment within the module to better measure the student's skills.

How much time can be dedicated to this Toolkit—what are the parameters for the size of this modules? The original expectation was to keep it the same size as a regular assignment in a course and it should take 50 minutes or less to go through and complete.

New thought on this—doesn't have to be completed within an hour. Possibly split it up into different modules to do over a longer period of time.

Don't get hung up too much on how we will assess it—focus on what information we want to teach and then look for the different ways it can be assessed in the future.

Looking to have this revised and in place for Fall 2022—which also corresponds to the transition to Brightspace.

Pull Module 1 now and maybe that will help improve student completion. And information needs to be given to faculty about this change so that instructions for Spring could be updated to remove any reference to Module 1.

e. By-laws

Discussed what changes need to be made to update the by-laws.

B. Dawe will mark up changes to be reviewed at the next meeting and then we will officially vote at the following meeting.

**V. Call for New Business**

**VI. Adjournment**

*Respectfully submitted by K. Moyer.*