

SUNY Broome General Education Committee Meeting Minutes

Tuesday, October 31, 2017 3 - 4:30 pm NSC 207-G

Voting Members Present: K. McLain, Chair; E. Brand, P. Evans, S. Ohl, J. Prindle,

Voting Member Excused: E. Heard

Non-voting Members Present: Dr. Sesime Adanu, D. Berchtold, Dr. Amy Brandt, R. Hagerman

Early Departures: E. Brand, R. Hagerman

I: Call to order: 3:05 pm

II. Review and approval of minutes: 10/17/2017 J. Prindle 1st, S. Ohl 2nd (4/0/1)
10/24/2017 J. Prindle 1st, E. Brand 2nd (5/0/0)

III. Updates

a. Information Literacy and Critical Thinking competencies Memo.

K. McLain - Dr. F. Battisti liked our new rubric and he will share in the Deans' meeting. Waiting for comments on Memo from F. Battisti.

b. Assessment Plan revision and Memo.

Every class does revised assessment plan and mapping for Middle States.

Dr. A. Brandt - The Chair determines the best way to assess including alignment, crosswalk, direct and indirect measures, results filed for each year and sent on to S. Adanu and R. Hagerman - SLAC. Designated entity for all disciplines and programs.

R. Hagerman SLAC - Review, vet, and get feedback meaning that someone has to say we are meeting the requirements for assessment; are we doing it right or not? Meaningful results and are we fulfilling our intent?

Set procedures for SUNY and standardized measures for assessment.

Dr. A. Brandt - Useful, cost-effective, viable or unviable? Faculty gets together and creates assessment plan that works with parameters for gathering data. Is it pragmatic, does it make sense, logical? How do we create a sustainable measure that fits?

Dr. S. Adanu - Gen Ed should provide feedback with logical, clear suggestions to faculty.

K. McLain - We need role clarification for the Gen Ed Committee, and will revisit this topic. More rigorous process, write this process into bylaws however not until we get support from Dr. F. Battisti.

S. Ohl - Need a clearly defined process.

c. Course Evaluation Rubric/Website.

R. Hagerman - Ran report of and distributed inclusive list of most taken courses for 2016-2017; will be repeated in one year.

d. Mission Statement and Bylaws.

e. CST 109 (brief discussion)

All voting members review and evaluate CST 109 using the new and approved rubric and SUNY guidelines (do not put these in rubric) located in Gen Ed website.

E. Brand - Look at three basic criteria in bullets in rubric.

Dr. F. Battisti would like Gen Ed to review course again.

All, be ready to discuss next meeting.

E. Brand - Gen Ed courses are non-specialized. Refer to *SUNY Gen Ed May 28, 2010*, can find under President's Memorandum - a glossary of helpful terms.

CST 109 is applying for a Gen Ed American history course.

IV. New Business

a. Frequency Study Results

**b. Presentation: *GER Assessment: Course Selection Requirements and Considerations*:
Dr. Amy Brandt, Associate Vice President and Dean of Health Sciences and
Distance Learning**

Review MSCHE requirements and compare to GER assessment. Distance Ed has to adhere to guidelines including indirect/direct and benchmarks. All modalities need to be assessed.

Documentation of Assessments to include:

1. Actual data from Student Learning
2. Process of the Documentation

Above includes syllabi, schedules for assessment, and using Blackboard shells to save digital copies of student work.

TRAK DAT secures access. All docs in Gen Ed website are available to Deans for review.

SUNY has a formal assessment procedure.

Assess Gen Ed to meet Middle States standards.

Assess SUNY Gen Ed to meet Middle States as well.

Expectations of Middle States Cycles: Currently ten years (closes in 2019) moving to an eight year cycle. Logical, reasonable cycle is the goal.

September 2017 CAO Meeting - Considerations for in-policy include the following:

Consistency, Get Results, Middle States Policy, SUNY GER, Maintain Gen Ed results.

Certificate Program is a registered academic program with SUNY and is credit bearing, so yes, it needs to be assessed. This is not in the SUNY Policy so it is a choice for us to include in the assessment process.

Consider frequency of course; if not run often, then not useful to assess because we collect little data to review.

Four Modalities include:

1. Ground (Traditional)
2. Online
3. Blended or Hybrid
4. Fast Forward

It is recommended to distribute the Crosswalk chart including SUNY and MSCHE GER components.

S. Ohl - Very helpful.

Considerations for Next Steps:

Frequency Study that makes sense.

Go back to SLAC and look at precedents.

Self-correction is good; an example is to revise schedules.

Maintain Info Management and Critical Thinking assessment.

Good coverage is good, no voids.

Crosswalk that shows Process and Procedure.

Student Outcomes and sustainable process is key.

Identify mistakes.

Show crosswalk for next cycle.

Organization of all documents.

3.5 – 4 years to assess cycle, then implement changes in second cycle.

Program Accreditation is needed to keep financial aid and without issues. This is a Peer Review Process. The sequences of events are a warning, probation, and losing accreditation.

V: Adjournment: 4: 45 pm

Respectfully Submitted,

Patricia Evans for Erin Heard, Secretary

