

**SUNY Broome Community College
General Education Committee Minutes
4/15/21**

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, Apr. 15, 2021 3-4:30 pm
Via Zoom

Vision: LEARNING TODAY, TRANSFORMING TOMORROW

Voting Members Present: H. Bartlett, C. Church, B. Dawe, K. Moyer, S. Ohl, C. Tokos

Non-voting Present: D. Berchtold, S. Gibble, B. Holister, K. McLain, K. Weber

I. Call to order 3:02

II. Minutes from 4/1/21 C. Tokos, 2nd H. Bartlett, Vote: 5, 0, 1 absent

III. Vote on Course Revisions

a. MAT 119 and MAT120

No additional questions were asked, no additional discussion

Motion to approve: H. Bartlett, S. Ohl 2nd, Vote 5, 0, 1 absent

b. CRJ245

No additional questions were asked, no additional discussion

Motion to approve: S. Ohl, 2nd H. Bartlett. Vote: 5, 0, 1 absent

IV. Vote on New Course Proposal

a. BIO110

Confirmed the course meets the rubric the committee uses to evaluate new Gen Ed courses.

Motion to approve: H. Bartlett, 2nd C. Tokos. Vote: 5, 0, 0

IV. New Business

a. Dr. Kim McLain, update from Institutional Effectiveness & Enrollment Planning

Expecting a final report from the Middle States team--probably within a week. The actual accreditation approval won't come until the summer.

b. SUNY's proposal for Gen Ed restructuring

- Changing Foreign Language to World Language is a long overdue change
- Modernizing Gen Ed and making career it oriented, with the competencies having to be met by more students, but they can meet the Gen Ed requirements within their chosen field or discipline.
- Modernizing some courses that need it—their SLOs will need to be changed
- In the long run it may make assessment easier to run, but only if the measurable statements given by SUNY are reasonable to assess
- Math and Written Communication standards seem strong and easy to meet with current courses—if anything, the proposed changes give more flexibility in math to meet the standard
- Doesn't make things easier for AA or AS degrees—just reduces the required knowledge areas. But this background knowledge is essential to Liberal Arts majors who are transferring to 4 year degree programs.
- There was concern about the continuing trend of decreasing Gen Ed courses being required—if anything in today's society a better understanding of a larger wide breadth of topics covered in Knowledge Areas is needed (and is needed to meet some of the new proposed Competencies)
- The measurable statements describing Knowledge Areas and Competencies are poorly written
- Where is Blooms' Taxonomy in terms of the verbs used in the statements?
- "Understanding" is a very difficult thing to measure in an assessment, yet it appears all over the proposed changes.
- There are concerns about whether our Gen Ed courses can meet all the components in the descriptions and outcomes of Knowledge Areas and Competencies—it seems like too much for introductory courses in some instances.
- Some standards (not Math or Written Communication) seem to be written so that they may be easy to meet them with certain, specific courses, but very hard to do in other areas that fall within the same broad category of the Knowledge Area of Competencies
- The old Gen Ed standard for Humanities was more general so that it was easy to meet by courses across multiple disciplines. The new standards may be hard to actually capture in every Humanities disciplines—such as: examine human values and ethical position in their historical and/or contemporary contexts.
- Demonstrate an understanding of diverse perspectives—how exactly do you assess this?
- As most of the standards are written, it would result in a really unwieldy assessment that is simply not manageable. Cutting down on the components or using the word "or" in more places would allow for flexibility and manageability of the assessments.
- The Diversity Competency is especially ridiculous and unmanageable as it is written (see comment above about using Blooms' Taxonomy and actual measurable language with the description of the standards). It is asking far too much for a Gen Education Competencies.
- Competencies have too many required SLOs. It will be too much for some courses in some disciplines to meet and assess—especially at the introductory level that most Gen Education courses are.

- Rename “Other World Civilizations,” but don’t remove as a Knowledge Area
- Make changes as necessary to AAS or AOS degrees, but don’t change requirements for Knowledge Areas for AA and AS degrees—some don’t see a reason for these changes within these degrees
- Information Management and Technical Competency could be combined
- Add Problem Solving and Creative Thinking into the Competencies—these are important skills to have in any field and are central and essential to a Liberal Arts education. They should be specifically addressed somewhere in the Gen Ed requirements.
- Is it expected that we refresh our courses and update them, or are the new standards designed to encourage us to completely rewrite our course to meet them? In some cases it seems like latter would be necessary.
- Will Anthropology meet the Natural Science requirement since it historically hasn’t been considered a Natural Science? The wording of some standards may exclude courses that have historically be used to meet the same or similar Gen Ed standard.

V. Call for New Business

VI. Adjournment 4:40 pm

Respectfully submitted by K. Moyer