

SUNY Broome Community College
General Education Committee Minutes

4/11/2024

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, April 11, 2024 3-4:30 pm Via Zoom

Vision: LEARNING TODAY, TRANSFORMING TOMORROW

Present: B. Dawe, A. Glenn, K. Moyer, G. Scaringi J. Tracy (L. Heron – excused)

Non-voting Present: H. Hoffman, J. Anderson, D Berchtold, S. Gible, C. Martey-Ochola, T. Seedborg, S. Chandler, K. Marble, L. Harkness

- I. Call to order 3:01pm
- II. Minutes from Mar 21, 2024
Motion to Approve: K. Moyer, 2nd J. Tracy. 4, 0, 2 (absent)
- III. Courses with Embedded/Infused learning outcomes
 - a. ADN 106 – Tina S.
ADN 198 – Advanced version of ADN 106
Had a title change and was brought through CC. Needed to add the outcomes for infusing the Math Gen Ed to this course as well, since some students may bi-pass AND 106 due to prior learning and will need the Math Gen Eds through this course.
Problem: forms for this courses are not the Gen Ed website.
A. Glenn – need to have the forms in advance so that they can be reviewed by all interested parties.
C. Martey-Ochola – how different is this course from the ADN 106?
Transition students who are getting prior learning credit for ADN 106, so they miss the Gen Ed outcomes in ADN 106 and so this course needs the SLOs for these students.
 - B. Dawe – students either do this course or ADN 106, so can we vote on ADN 198 today since we already approved the earlier course?
 - A. Glenn – No, because we need to follow our own procedure
 - G. Scaringi – agrees with A. Glenn – we can hear from T. Seedborg today and have discussion, but have to allow the time for full review before we can approve or not officially.

T. Seedborg: Plan to target the Math Gen Ed outcomes specifically, more than what used to be done in the course. Have revised assignments, lessons, and exams so that they better capture the SLOs.

C. Martey-Ochola – in the table on the form the course number needs to be fixed

No other discussion – but we will not be giving approval or not at this meeting. We will come back to it on 4/25 after there has been a chance to review the forms for AND 198 since the wrong forms were posted on the Gen Ed website. G. Scarinigi will connect with L. Heron to ensure this happens.

b. TEC 101- Ken M.

Trying to close a hole in the pathways. Need the Critical Thinking SLOs and so added to this course so that all students meet the Critical Thinking competency.

Students complete a Group Project – have to pick a project involving a disaster outside of the US and do a presentation about the disaster and also a report. Includes problem statement and causes and in the presentation they must include and discuss their sources.

Non-Gen Ed course, just infusing so no vote necessary

C. Martey-Ochola – all the assignments really align well with the Critical Thinking SLOs

No other discussion or concerns – committee approves

c. PED 160 – Heather H.

Adding Info Lit comp (infusing into both courses)

Has the first Info Lit SLO in this course – using Niche and visits to the library to meet the SLO

d. PED 161 – Heather H.

Has the 2nd and 3rd Info Lit SLOs in this course. Using Niche for assessment along with using trip to the library and working with librarians on the assigned research projects

No discussions or objections – no vote necessary because this is infused. Committee approves.

IV. New Course Proposal - none

V. Course Revisions - none

VI. Deactivations – none

VII. New Business

a. Discussion of Info Lit

Reports back from constituents

- J. Tracy – Chairs in HS discussed on 4/1 made a formal motion to use Niche Academy in a stand-alone course to meet the Info Lit
 - Concern is always constraints of fitting it into courses with
 - Like having the library in control because they are experts so they should be in charge

- In it a “pain in the neck” to add the SLOs into courses – finding where and going through the process of the Gen Ed and Curriculum Committees
- HS leadership could not see a negative
- In Dental Hygiene– the topics of Info Lit are covered in the Community Health course – don’t have to remove it, can still cover in the course even with a required stand-alone Info Lit course.
- Students will do it in their first semester or first year
- Glenn – constituents not in favor of a stand-alone course that is not connected to a course taught by a professor.
- B. Dawe – sent out email to get feedback from constituents
 - All people today felt that it was up to department whether to use Niche or not, but all felt that the SLOs should be part of course.
 - Negative – stand-alone course would not have a gatekeeper – no one will be able to tell if students are struggling. With a professor’s direction, will students really go to the librarians for help in the stand-alone course?
- C. Martey-Ochola – at VPAA meeting, this idea was discussed
- J. Tracy – ownness of the department to implement a stand-alone course correctly or not.
- K. Moyer – infusing SLOs is how this ownness is enforced with all other Gen Ed categories and competencies
- J. Anderson – doesn’t disagree with everything being said, but if a department chooses to do it as a stand-alone they should be able to do that.
- C. Martey-Ochola – can Niche be adapted to customize to make the modules discipline- specific?
 - K. Moyer - Yes, technically this can be done, but someone with the expertise needs to take the time to create those customized modules
- B. Dawe – a graduation requirement that just needs a badge – raises large concerns. Need to be mindful that we aren’t a one size fits all campus. Maybe HS students can handle it, but would never want to assume this with LA students based on experience teaching Info Lit. After teaching it for one semester, B. Dawe has seen how big of a need there is for this on our campus.
- G. Scaringi – do we need to engage in a conversation about the technical difference about how the data is collected and the ILO itself?
 - K. Moyer – two different systems of tracking – how would this work?
 - C. Martey-Ochola – either way it can be tracked – either through SLOs in a course or by tracking an outside system. Would like to think that there would be engagement within departments.
- K. Moyer – concerns about students being on their own.
 - J. Tracy – In HS there are multiple other requirements that students have to do outside of courses and they are clearly guided with checklists and faculty involvement.

- G. Scaringi – wonder to the extent to which perhaps HS can beta-test this idea for the everyone
- B. Dawe – HS may really be able to handle this, but music students can't
- G. Scaringi – interested in assessment data after a semester to see how it would work in HS and how it works elsewhere
- J. Anderson – leave it up to departments and areas to make the best decisions for their students
- C. Martey-Ochola – agree with B. Dawe and J. Anderson leave it up to departments and faculty
- K. Moyer – side note - all that we have just talked about in terms of departments evaluating their method of teaching the SLOs and then making changes as necessary is what assessment is all about and how it should be used.
- G. Scaringi. – will continue to discuss this at our next meeting
- S. Gibble – whatever is decided, institutional or by department/division, the Registrar will make it happen.

- b. Bi-Law Verbiage on Google Docs – will continue next meeting
 - i. Left off "VI" – Meetings and Voting Procedures

VIII. Call for New Business – none

IX. VI. Adjournment 4:34pm