

PALM BEACH STATE COLLEGE

EAP AGENDA/MEETING MINUTES

March 25, 2010

1:30 – 3:00 p.m.

Lake Worth Campus

The General Education Assessment Committee has selected two learning outcomes for the College to target for improvement. They are,

Communications: Develop effective reading, writing, speaking, listening, and nonverbal communication skills for a variety of audiences.

Quantitative Reasoning: Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

ITEM 1. Please indicate what has been done this semester, or this past fall, in your cluster (or individual classes) to support these two general education learning outcomes? Be specific.

Discussion: Quantitative reasoning is reinforced primarily in our reading classes although the skills are developed throughout the program. Students must analyze data in charts and graphs. For example, in our chapter on sociology, students may be asked to analyze historical data on genocide in a National Geographic article. Another example is in preparing for testing, students have to understand timelines and dates BC and AD. Organizational patterns reinforce time and other math skills. In our vocabulary texts, the meta-language of math is also taught. One faculty member uses a point value grading system, so presenting that system and asking students to figure out their own grades in the class at any time in the semester is an example of using quantitative reasoning in an English class.

Communication is second nature for our discipline. Our coursework is integrated skills: reading, writing speaking and listening are taught in every lesson. Multiculturalism is at the foundation of our discipline, so all reading and writing activities emphasize culture. For example, students give book talks on child prostitution in Asian cultures in our unit on slavery and history. Also, students work in pairs and groups on projects and presentations in nearly every class. Another example is the strong connection our students have with the Student Learning Center. In writing classes, audience is an important component of student expression. Immigrant students are constantly asked to explore and discover who they are—bicultural, bilingual—and share that with others. We also take students to the library for research and utilize supplemental instruction support for our students.

Data/data source: (where appropriate)

Action:

ITEM 2. What will be done in your cluster, or individual classes, next fall semester that is new to support these two learning outcomes? Be specific.

Discussion: Because communication is so fundamental to our discipline, we feel like we can't enhance our curriculum in this area as a discipline. However, we need to draw other disciplines into our discipline. We prepare students for composition classes and writing skills across the disciplines, so we need to collaborate with the disciplines that we are preparing our students for. Examples are sociology, psychology, business, economics, history. For reading classes, we need to collaborate with faculty in literature as well as the disciplines listed above. As a discipline, we will obtain authentic materials from those disciplines which we prepare our students for each semester until we better integrate those disciplines into our curriculum.

For quantitative reasoning, likewise, we will interface with math disciplines to acquire the authentic materials necessary to reinforce quantitative skills.

Data/data source: (where appropriate)

Action:

Attendance:

Shelly Hedstrom

Richard Shepardson

Mary Bailey

Submitted by: Shelly Hedstrom

c. Minutes Distribution List