

MINUTES
General Education Assessment Committee
Friday, January 21, 2011
10:00 p.m. – 12:00 noon
ETA 101, Lake Worth

Attendance:	Louise Aurelien <input checked="" type="checkbox"/>	Jennifer Campbell <input checked="" type="checkbox"/>
Tcherina Duncombe <input checked="" type="checkbox"/>	Robin Hoggins-Blake <input checked="" type="checkbox"/>	Joseph Millas <input checked="" type="checkbox"/>
Marcella Montesinos <input checked="" type="checkbox"/>	Karen Pain <input checked="" type="checkbox"/>	Ginger Pedersen <input checked="" type="checkbox"/>
Anthony Piccolino <input checked="" type="checkbox"/>	Andrew Plotkin <input checked="" type="checkbox"/>	Carole Policy <input checked="" type="checkbox"/>
Syeda Qadri <input checked="" type="checkbox"/>	Helen Shub <input checked="" type="checkbox"/>	Victor Slesinger <input checked="" type="checkbox"/>
Melissa Stonecipher <input checked="" type="checkbox"/>	Patrick Tierney <input checked="" type="checkbox"/>	Connie Tuisku <input checked="" type="checkbox"/>
Bobette Wolesensky <input checked="" type="checkbox"/>		

ITEM 1. Review of General Education Philosophy

Discussion: Ms. Shub distributed the draft of the general education philosophy developed at the last meeting along with the suggested revisions that were submitted by committee members prior to today's meeting. The committee unanimously voted to select the version of the philosophy statement that reads as follows:

"The General Education program at Palm Beach State College prepares students for lifelong intellectual pursuit and responsible participation in a complex global society through a core curriculum of course that incorporate values, shape attitudes and offer students a depth and breadth of learning that transcends the content of any one specific discipline."

Data/data source: (where appropriate)

Action: The revised General Education Philosophy Statement will be reviewed by faculty and administration for possible revision and approval.

ITEM 2. Review of General Education Learning Outcomes

Discussion Ms. Shub distributed the draft version of the revised general education learning outcomes. The committee made further refinements and drafted a learning outcome for critical thinking. The recommended new learning outcomes are as follows:

- Communications:** Develop effective communication skills for a variety of audiences.
- Global Awareness:** Exhibit a sense of social, cultural and global responsibility.

Critical Thinking: Engage in purposeful reasoning to reach sound conclusions.

Information Literacy: Demonstrate the ability to find, evaluate, organize and use information.

Scientific and Quantitative Reasoning: Apply mathematical and scientific principles to solve problems.

Ethics: Demonstrate the ability to make informed decisions based on ethical principles and reasoning.

Following this discussion, Dr. Ginger Pedersen led the committee in a detailed discussion of how the General Education Review process works, including the committee's role in helping to determine which courses should be added and deleted from the General Education program. It was determined that Dr. Pedersen will develop an application for the clusters to nominate courses for addition or deletion to the Gen Ed program. The clusters will be provided with enrollment information to assist them in this decision.

Data/data source: (where appropriate)

Action: Dr. Pedersen will prepare an application for the clusters to use to nominate courses for addition to or deletion from the general education program.

ITEM 3. Review of General Education Assessment Results

Discussion: The committee reviewed the results of the General Education assessment and suggested the following improvement strategies for the coming year:

1. Professor Patrick Tierney will discuss with the English cluster the possibility of incorporating the teaching of formal writing styles, such as APA and MLA into the ENC 1102 curriculum.
2. The library has created a Plagiarism Resource Center. It was suggested that this be promoted widely to students. Professor Tierney will discuss with the English cluster.
3. There is a gap in what students learn in developmental English and what they are expected to know when entering credit English. It was recommended that the prep and credit English faculty meet to discuss how to close this gap. Helen Shub will provide Professor Tierney with the new competencies for developmental English developed by the State for the joint cluster discussion.
4. Require students in ENC1101 to take an information literacy module and then demonstrate proficiency in those skills. Professor Tierney will discuss this idea with the English cluster. This improvement strategy would address critical thinking in addition to information literacy.
5. Full-time faculty and adjuncts should have the opportunity to meet together. Meetings should be planned for this purpose.
6. Cluster meetings should be increased from two to four each year. The committee felt that as we develop more of a culture of assessment, there is more need to have time to meet as a cluster.

Data/data source: (where appropriate)

Action: Professor Tierney will consult with his colleagues in the English cluster to determine their interest in pursuing the following actions: 1) developing a module for formal writing skills; 2) including a plagiarism module in the curriculum; and 3) holding joint meetings with the prep English cluster to discuss gaps in learning. Ms. Shub will provide Professor Tierney with the statewide developmental education competencies for English and reading as soon as they are finalized.

Ms. Shub will meet with the Academic Development Steering Committee to present the committee's recommendations for revisions to the General Education Philosophy Statement, the General Education Learning Outcomes and the strategies for improvement.

Meeting Adjourned at 11:40 pm

Submitted by:

Helen Shub, Scribe