

General Education Meeting Minutes November 20, 2008

Members present: Vicky Dorworth – R, Maureen Edwards – R, Michael Farrell – Rita Kranidis, T/SS, Phil Ringeisen – G, Anne Schleicher (Chair) – G, Sean Smith – G

ACTION ITEMS FOR COMMITTEE MEMBERS:

- Please plan to attend the OA Meeting on December 11th, 2:30 – 4:30 Rockville
- Review these courses for the December 4th Gen Ed Meeting: HE 290, EN 102, SP and MA on this page: <http://www.mcinfonet.org/gened/FORMS.htm>
- Inform Anne Schleicher if you cannot attend the Dec. 4th Meeting

DETAILS:

- 1) All General Education Committee Members are encouraged to attend the **Outcomes Assessment Planning Meeting** on **Thursday, December 11**, Rockville, specific location TBA, 2:30 – 4:30 pm (a week that we do not meet). Outcomes Assessment has the huge task of assessing general education outcomes; they need our input and joint cooperation. Please let Anne Schleicher know if you plan to attend.
- 2) A survey from both GE and OA will go out to all faculty teaching *all courses* to gather opinions on general education competencies. A draft of the survey is attached. The results will be discussed at the January Extended Discipline meetings. Please see the Survey & Intro Letter by Ken Weiner & COAT (the Collegewide Outcomes Assessment Team), below.
- 3) Just squeaking in with a quorum [7 members], the General Education Committee reviewed all of the Health courses. The results are shown on this webpage – all were approved, with the exception of HE 290, which was put on hold until our next meeting. Please review HE 290 for the next meeting. <http://www.mcinfonet.org/gened/FORMS.htm>
- 4) At our next meeting, Thursday, Dec. 4th, we will also review EN 102, SP 108 & 112, and all Math courses submitted thus far. Two courses have extensions: EN 109 and MA 160. One MA course has not been submitted, but a reminder has been sent to the person listed as responsible.
- 5) During this, our first Review Meeting, we determined that:
 - a) It was very helpful to have a representative from the discipline attending. Some editorial changes were suggested; these were agreed upon and changes were made. We agreed that it will be useful to invite a representative from each discipline (if none are Gen Ed Committee Members) to answer questions about courses. We discussed the complication that it might seem that disciplines are invited to “defend” courses; however, we found that having someone to answer questions about form details made the process smoother than having to send a form back. At our next meeting, we will have MA, EN and SP represented from among current members.
- 6) The meeting adjourned at 5 pm.

GEN ED/COAT Survey next page

Dear Colleagues:

The General Education Committee and Collegewide Outcomes Assessment Team are extremely interested in learning what faculty think about the relevance of the five General Education Competencies listed below to *all* courses offered at Montgomery College, not just those that are included in our General Education Program. To that end, we ask that you complete a very brief survey – it should take no more than 5 minutes to do so – by clicking on the link provided below. In responding to the survey, it will be helpful to have the Competencies on hand, *so please print these out before activating the link. The link will be active only through December 12, which is the closing date for the survey.*

Results of the survey will be aggregated by course, and will be made available to faculty at the collegewide discipline meetings in January. This information will likely prove useful in:

- stimulating important discussions about teaching and learning in our courses
- helping disciplines participating in the General Education Course Review and/or Collegewide Outcomes Assessment processes.
- responding to questions and suggestions stemming from the recent College Self-Study and those raised by the Middle States Accreditation Team

As with any survey effort, the quality and usefulness of the resulting information are dependent on a high response rate, so it is very important that you take these few minutes to share your views. Also, be assured that responses to the survey are completely anonymous, and that the data collected will be used only for the purposes stated above. Should you have any questions or concerns regarding the survey, please contact Samantha Veneruso at Samantha.veneruso@montgomerycollege.edu

Thanks, in advance, for your cooperation.

General Education Competencies

Written and oral communication includes the ability to communicate effectively in verbal and written language, the ability to use a variety of modern information resources and supporting technologies, the ability to differentiate content from style of presentation, and the ability to suit content and style to the purpose of the communication.

Scientific and quantitative reasoning includes the ability to locate, identify, collect, organize, analyze, and interpret data and the ability to use mathematics and the scientific method of inquiry to make decisions, when appropriate.

Critical analysis and reasoning include the application of higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions, to synthesize and apply knowledge within and across courses and disciplines, and to develop creative solutions.

Technological competency includes the ability to use computer technology and appropriate software applications to produce documentation, quantitative data presentations, and functional graphical presentations appropriate to various academic and professional settings.

Information literacy includes the ability to identify, locate, and effectively use information from various print and electronic sources.

1. Please identify a course that you regularly teach. Where possible, select one that is considered to be in “ high-demand”, i.e., generally, 10 or more sections are offered collegewide in a fall or spring semester. *Please note, that after completing this very brief survey, you are strongly encouraged to complete it again for other courses that you regularly teach as well, even if those are not considered to be in “high demand”.*

Course _____ e.g., MA160

2. From *your* perspective, which general education competencies do you *most* associate with student success in this course?

Competency 1 _____ (select from drop down menu)

Competency 2 _____ (select from drop down menu)

Note: menu will have the 5 competencies by name, plus a choice which says:

“None; I don’t associate any of the competencies with student success in this course.” (Note: when responding for Competency 2, this choice should be modified to read: None; I don’t associate a second competency with student success in this course.)

Note: if the respondent selects “None” for Competency 1 or 2, they will automatically be branched to the item designated Q6.

3. When teaching this course to what degree do you provide opportunities for your students to practice this competency, as it is defined above, during the semester ?

Competency 1 _____ (select from yes/no from drop down menu)

Competency 2 _____ (select from yes/no from drop down menu)

Menu choices

I provide frequent planned opportunities for students to practice this competency.

I provide occasional planned opportunities for students to practice this competency.

I don’t provide any planned opportunities for students to practice this competency

5. When teaching this course to what degree do you provide feedback or direct instruction in this competency, as it is defined above, during the semester ?

Competency 1 _____

Competency 2 _____

Menu choices:

I frequently provide specific feedback or direct instruction on this competency.

Occasionally, I provide specific feedback or direct instruction on this competency.

I don’t provide any specific feedback or direct instruction on this competency

IF RESPONDENT SELECTS THIRD CHOICE, I.E., “ I DON’T PROVIDE...”

THEY BRANCH TO FOLLOW-UP QUESTION:

5A. The Primary reason why I don’t provide any specific feedback or direct instruction on this competency is:

Menu choices:

I expect students to be proficient in this competency when they enroll in this course.

There is not sufficient time in the course to provide specific feedback and/or direct instruction on this competency

I don't feel comfortable providing specific feedback and /or direct instruction on this competency

Other

6. In general, what are the one or two biggest barriers to incorporating *any* of the General Education Competencies into your instruction? (Select no more than two items)

Menu choices: I don't feel comfortable judging performance on the competencies

There is not sufficient time in the course to incorporate the competencies

I don't think performance on the competencies is relevant to the final grade in the course.

The sole objective of this course is to deliver subject content

I don't know of any concrete ways to measure performance on the competencies

Incorporating the competencies will elevate the expectations of the course unreasonably

None

7. College-wide common course outcomes were to have been developed and agreed upon by the discipline for every course. Do you know what these are for this course?

(select yes/no from drop down menu)

If you answered "yes" and are teaching this course this semester, did you include these college-wide common course outcomes on your syllabus for this course?

(select yes/no from drop down menu)

8. My current employment status is: _____
(Drop down menu with "fulltime" and "parttime")

Thank you for completing the survey. Since the goal is to collect the above information for as many courses as possible from as many faculty as possible, please consider completing it again for all other courses that you regularly teach.