

# Minutes

## BRISTOL COMMUNITY COLLEGE

Pathways Meeting

April 23, 2014

**Meeting called by:**

Suzanne Buglione

**Type of meeting:**

OAC Meeting

**Note taker:**

Bette Barbosa

**Attendees:**

**Present:** Kathryn DeVitto, Suzanne Buglione, Holly Pappas, Jennifer Dekkers-Mitchell, Sarah Morrell, Jacqueline Barry, Anthony Ucci, Diane Manson, Adrienne Foster, Lisa Delano-Botelho, Johanna Dupont, Rhonda Gabovitch

**Excused:** Joanne Preston, Rebecca Clarke, Patricia Dent, Gloria Cabral

**Absent :** William Berardi, Calvin McFadden, Robin Riley, Sarmad Saman, Diane Silvia, Kelemu Woldegiorgis

Agenda Item	Comments	Action Required	Due Date
I. Review of Minutes	<p>Minutes approved</p> <p>Anthony Ucci questioning the necessity of Technology Literacy</p> <ul style="list-style-type: none"><li>• Division 5 polled 9 – Yes, 7 – No</li><li>• Division 4 polled Don't need</li></ul> <p>Multiple course test</p> <ul style="list-style-type: none"><li>• Won't be used with new programs</li></ul> <p>Professors feel they do not have the skills to evaluate Critical Thinking</p> <ul style="list-style-type: none"><li>• Adjunct faculty</li><li>• SLO's should have critical thinking skills embedded</li><li>• Workshops to come up with objectives</li><li>• ENG101/102 have to demonstrate Information Literacy skills</li><li>• Faculty know field not how to evaluate</li></ul> <p>Division I – Information and Technology – blending of the two</p> <ul style="list-style-type: none"><li>• Students are competent in computer skills</li><li>• Keep literacy, but modify the language</li><li>• Identify which courses cover these resources</li></ul> <p>Look at Rubrics</p> <ul style="list-style-type: none"><li>• Written, Critical Thinking, Qualitative Literacy</li></ul>		

<p><b>I. AMCOA update – Conference on 4/18: Holly</b></p>	<p>18 attended, BCC well represented</p> <ul style="list-style-type: none"> <li>• Initial Session - Critical Thinking – inspiring</li> <li>• Assignment Development session</li> <li>• Panel of Students – assess General Education ePortfolios (reflective of how they are achieved)</li> <li>• Using data to derive decision making</li> <li>• Decrease in success rate – math reasoning</li> <li>• Peer review assessment work</li> <li>• Institution wide writing assessment</li> </ul>		
<p><b>III. Our Assessment System:</b></p> <p><b>Assessment of Projects and Programs – ESL Portfolio Submission: Holly</b></p> <p><b>Planning for 2014-15 Academic Year: Suzanne</b></p> <p><b>General Education Courses, General Education Competencies – 5 year plan with 2 each year</b></p> <p><b>Use LEAP Rubric (Written Communication, Critical Thinking, Quantitative Literacy &amp; Information Literacy Competency – assess Tech Literacy?)</b></p> <p><b>CCSSE to look at Information Literacy Competency</b></p>	<p>ESL Portfolio: Cross disciplines teams/review what do we want – make determination as we go forward</p> <p>How it lends itself to Outcomes Assessment</p> <ul style="list-style-type: none"> <li>• Information Literacy, Written, Qualitative, Critical Thinking</li> <li>• Review handouts with committee members</li> <li>• How does it contribute to outcome assessments</li> </ul> <p>What reasonable skill set is there</p> <ul style="list-style-type: none"> <li>• Revised in-class writing</li> <li>• Assess prior course to current course</li> <li>• Develop new exam, revise exit exam</li> </ul> <p>If OA does not make next group of students learn better, it has no meaning</p> <ul style="list-style-type: none"> <li>• Do focus group/survey</li> <li>• Question if students are more involved, does it equal more engaged</li> <li>• Student chose artifacts to build portfolios</li> <li>• Students get rubrics</li> <li>• Assessed b standard writing (currently)</li> <li>• OA goals are measurable</li> </ul>		
<p><b>Observers/Guests:</b></p> <p><b>Special Notes:</b></p>	<p><b>Next Meeting: Fall, 2014</b></p>		

