

Spring 2015  
31<sup>st</sup> Faculty-to-Faculty Conference  
April 24, 2015, 8:30 am - 4:00 pm  
Arapahoe Community College

Content Area Breakout Session:

Arts & Humanities (AHUM)

Instructions & Scribe Sheets - Revised

WiFi: ACCCDHE / R0cki3\$\$  
Smart Classroom: CDHE / R0cki3\$\$

GE Council Facilitators: *Margaret Doell, Terry Schliesman, Rex Welshon*

Assessment Facilitators: *Ross Perkins, Lisa Snyder*

Faculty Chair:

Scribe: *ERIC*

Competency discussed: *critical thinking*

BREAKOUT GROUP INSTRUCTIONS

- I. Proposed, revised competencies for AHUM content area:
  - a. Written Communication - Required
  - b. Oral Communication - Required
  - c. Creative Thinking - Required
  - d. Critical Thinking - Required
  - e. Global Learning
  - f. Information Literacy
  - g. Civic Engagement



- II. Select a chairperson and a scribe for your group; please be sure that the chairperson and scribe are not the same person.
- Chair facilitates the discussion and keeps the group on track.
  - Scribe records the group's responses, comments, discussion. Use the attached pages or record notes electronically.
  - The scribe's sheets must be turned in to DHE staff at the end of the conference or emailed to Maia Blom ([maia.blom@dhe.state.co.us](mailto:maia.blom@dhe.state.co.us)).

**SUGGESTED SCHEDULE - Please focus on the REQUIRED competencies first.**

**12:45 - 12:50 pm: Introduction, explanation of facilitation, assigning of groups and scribes.**

*(Break into two groups. For GEC, Margaret has team "A" and Terry has team "B". Rex roams between. With second competency, Rex has a team, Margaret has a team, Terry roams, etc. For Assessment, Ross and Lisa will roam between groups)*

**With TEAM "A" and TEAM "B" in place, we begin the facilitation:**

**12:50 - 1:10 pm: WRITTEN COMMUNICATION competency conversation in smaller groups**

*Guiding questions for discussion include:*

- 1. Compare the current gtPathways competencies to the proposed, revised competencies. In what ways can the revised competencies help you create assessments and make decisions about student learning?*
- 2. Are you currently assessing these competencies? Would using the indicated learning outcomes and the rubric help improve your ability to measure this competency?*
- 3. How can the revised competencies be built into your syllabi and assessment plans? (Think about this idea in relation to nominating a course for gtPathways peer review.)*
- 4. These proposed, revised competencies contain the desired skills and dispositions needed for students to be successful in the Gen Ed courses in your discipline, subsequent coursework, and the workforce. Should any of the optional competencies be required?*

**1:10 - 1:30 pm: large group conversation on WRITTEN COMMUNICATION competency (calibrate on small group discussions)**  
(Same Guiding Questions as above)

**1:30 - 1:45 pm: ORAL COMMUNICATION competency conversation in smaller groups (all groups discuss same competency)**  
(Same Guiding Questions as above)

**1:50 - 2:00 break**

**2:00 - 2:15pm: CRITICAL THINKING competency conversation in smaller groups (all groups discuss same competency)**  
(Same Guiding Questions as above)

**2:15 - 2:40 pm: CREATIVE THINKING, GLOBAL LEARNING, INFORMATION competencies conversation in smaller groups (all groups discuss same competency)**  
(Same Guiding Questions as above)



Guiding Questions for the Discussion:

1. Compare the current gtPathways competencies to the proposed, revised competencies. In what ways can the revised competencies help you create assessments and make decisions about student learning?
2. Are you currently assessing these competencies? Would using the indicated learning outcomes and the rubric help improve your ability to measure this competency?
3. How can the revised competencies be built into your syllabi and assessment plans? Think about this idea in relation to nominating a course for gtPathways peer review.
4. These proposed, revised competencies contain the desired skills and dispositions needed for students to be successful in the Gen Ed courses in your discipline, subsequent coursework, and the workforce. Should any of the optional competencies be required?

III. Final take-away of the session:

Provide a group response (in writing and to share at “the reporting out” session) to the following 3 questions:

- a. Do these proposed, revised competencies meet the needs of learners better than the current competencies? If not, why?
- b. Can we move forward with the proposed, revised competencies for each content area?
- c. Please share any concerns or challenges you foresee.

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Comments:

→ NO BRAINER as required for ALL 203  
~~ALL 4?~~

→ ALL possibly make it  
required + eval optional for ALL 4



→ The word argument is missing &

→ replace "opinion" in the main outcome descriptor and replace it with "~~argument~~"  
"argument"

\* he felt really strongly about this!!

→ look at the old ~~outcome~~ outcome for the idea about "argument" being ~~the~~ fundamental to critical thinking.

→ add a bullet point specifically to address argument.

→ And "identify questions, problems, and arguments, as a new item under "Explain an issue" on the new ~~outcome~~ ~~outcome~~ copywriting.





