



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: *Maryann*

Scribe: *Eric Salas*

Competency discussed: *OKAC Communication*

**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:

what is one?  
→ online classes?  
→ large classes ~~at~~ 250+

MAKE optional in ALL



→ There was no support  
for having this as a  
required competency.

→ could we do an either/or  
situation.

→ is oral communication  
too broad?

→ oral vs. teamwork?

→ could we re-write this  
to make it web/F2F neutral  
to better accommodate online  
classes?

→ are we expecting faculty to  
assess & teach competencies by an  
unfamiliar with: oral communication



→ should this be a  
major requirement ~~or maybe~~  
a maybe not a ten to copy.

→ maybe it should be optional.

→ maybe com 115 public speaking  
should be a required course!!  
@ 4-year schools.

→ skill components are narrow & need  
to be recast in 21<sup>st</sup> century terms



to include a wider ~~center~~  
range of possibilities: online,  
discussion, small groups, etc.

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The outcome needs to  
be broader,

