

GENERAL EDUCATION COMMITTEE Minutes

April 29, 2016 – 2-4 p.m., CO2-225

Present: Cindy McGrath, **Chair**, Josh Bearden, Curtis Corlew, Chao Liu, A’kilah Moore, David Reyes, Tue Rust (substitute for Math/Sciences Rebecca Payne), Nancy Ybarra, and Shondra West (Note taker)

Absent: Rebecca Payne, Judy Petite, and Shiela Rodolfo

Meeting called to order: 2:09 pm Location: SS4-409

CURRENT ITEMS

1. **Welcome, Public Comment and Announcements**

Chao and Cindy shared their experience at the San Diego Conference. The conversation about assessment was helpful, but needed to provide precise GE examples. The topics were about beginning level assessments. A few items covered addressed assessing with Blooms Taxonomy and other kinds of categories, but not specifically related to GE, more general course assessment applicable to TLC.

2. **Approval of the Agenda**

Action: Approved with changes; unanimous

- Remove PYSCH 14 from the agenda - department withdrew consideration for GE.

3. **Approval April 1 and 29 meeting minutes**

April 1 – approved; unanimous

April 29 – minutes pending approval (item 4 - wrong order)

4. **GE Curriculum Review and Recommended Placement**

RNURS-022 Fundamentals of Nursing Practice

Action: Approved recommendation to convert this course to GE

Nursing students complete extensive program courses toward earning their degree, however they are granted a waiver for natural science (GE) associate degree requirement. The Nursing department would like to replace the waiver process with RNURS-022 by converting it into GE that will satisfy natural science. The committee reviewed the COOR to determine what’s required for GE approval:

Areas meeting GE: Social diversity & global perspective, written communication, and ethics.

Areas not meeting GE: Creative/Critical thinking and interdisciplinary

Committee’s Concerns about Converting This Course to GE:

- The course would be limited to students in the nursing program. It was determined that there are several programs in which GE courses are tailored to a specific major/population of students; for example ADJUS, JOURN, ENGIN.
- The course unit value is high; 9.0 units due to the clinical. To maintain the 18.0 GE requirement maximum requirement, it was suggested to split the course; 3.0 lecture and 6.0 lab.
- The course does not broaden students’ general education perspective. It was determined that Nursing students perspective are further broadened due to nursing program requirements that covers multiple disciplines; art/humanities, social science, math, English, and sciences but not the natural science GE component. Natural science was once GE, but not any longer.

Committee’s Recommendation:

The committee agreed to the Nursing department request of adding GE components to RNURS022 (critical/creative thinking and interdisciplinary). It’s possible the critical thinking can be satisfied via problem solving techniques associated with patient treatment plans.

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5. **GE Assessment**

- **Continued Planning Based on Feedback from Marilyn Sargent**

Cindy shared feedback from Marilyn's visit regarding the random selection process. Marilyn recommended doubling the selection size and adding more specific information to the rubric, even though the Speech department suggested the rubric to be less specific. It was suggested that adding rubric specificity using descriptions; e.g. meaning behind worldview.

- **Assessment Rubric: Specificity and Fine-Tuning**

The committee discussed the random selection process. It was determined that completing a random selection by each GE box, wouldn't produce the best results unless the committee wanted to evaluate the performance results by means of class comparison. The committee agreed selection by box is not feasible and instead agreed to randomly select GE courses. Afterward, from those selected courses, then 30 students would be randomly selected.

The committee discussed how to avoid evaluating too many videos through the class selection process. One idea is to select students within the chosen classes in order to reach a smaller number.

Committee discussion:

- First pull student ID's from the GE courses, then pick the classes.
- Compare whether students who have taken "x" amount of GE units are achieving better outcomes. It was determined this type of assessment was completed before; this year's assessment will determine proficiencies within GESLOs.
- Looking at percentages within the three proficiencies; highly proficient, proficient, not proficient; narrow it down to two; proficient or not.
- If the goal is to assess the GESLO proficiencies, the information needs to be transparent. Cindy shared that four out of the five were assessed; reading, writing, critical thinking, and social diversity and global perspective. Assessments for speaking, creative thinking, and a more robust assessment for social diversity/global perspective are needed.
- Ted Talks is one method to accomplish meeting the goal with the intent to randomly select people to complete it, rather than asking for volunteers.
- To accomplish the task, 30 students taking GE classes will be selected. Students will be responsible for making and uploading the video to YouTube.
- To capstone the student selection criteria, it should contain those that have completed at least 12 units. Also, with randomization process occurring in Spring 17, some students may be approaching graduation.
- Notify GE instructors beforehand regarding the assignment proposed for Spring 17; it's not to be assessed by the instructors, but graded.
- Develop a how-to PowerPoint presentation.
- Location to be determined where students can receive help during their taping session. Advanced students will be able to complete the assignment via video recording software.

GE Flex Update

Flex schedule is a work in progress; waiting on the Flex committee to provide the date/time/location.

Next Steps

Review the summer mini pilot scheduled in Fall and schedule a second pilot for use Spring 17 Flex. Best date for Bob to announce the Ted Talk assignment during Opening Day.

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6. Fall Meeting Schedule

GE Fall Meeting dates will be determined at Flex

7. Goals for 2016-17

Josh said that with assessment you get what you put into it whether students are proficient or not based on GE unit value of completion. If students are not proficient upon completion of at least 12.0 units, it would be best practice to determine the reason why. There are different variables in play, in the case that an instructor may or may not teach to GE.

8. Transition of Leadership

None

Meeting Adjourned