

GENERAL EDUCATION COMMITTEE MINUTES

NOV. 6, 2015 – 2-4 p.m., L-105

Chair: Cindy McGrath

Members present: Curtis Corlew, Chao Shih Liu, Cindy McGrath, Rebecca Payne, Shiela Rodolfo, Nancy Ybarra

Notetaker: Crystal Stahl

1. Everyone was welcomed. No announcements or public comments.
2. Agenda was approved with one change. Item #6, GE Faculty Survey, was tabled for another time.
3. Oct. 2 GE Minutes were approved as written.

4. Update on articulation of GE courses with high schools: Nancy Ybarra explained that at the LMC College Assembly on Monday, Nov. 2, there was a presentation on AB288, which is legislation that allows for dual enrollment of high school students in college courses. Traditionally, college courses or higher education courses have been offered as AP courses at the high schools, or have involved high school students taking college courses concurrently at the college. With AP courses, a student must pass an AP-specific test upon completion of the course in order to receive the college credit. So a student could pass the class, but not receive the college credit if they didn't pass the AP test. AB288 allows for college courses to be taught on-site at the high school and the students automatically receive college credit upon successful completion of the class, because the course is exactly the same as what would be taught at the college. It has not been determined yet whether these courses would be taught by high school teachers (who have the proper credentials/qualifications), or by college instructors who would go to the high schools. Research suggests that the tipping point for students is 6 units of college credit, and that once they reach this point, they seem to be more likely to actually graduate from high school and to enroll in a college, because they have a certain momentum going. This legislation is very appealing to students, as well as parents, because it eliminates the uncertainty of the AP test, and it only costs \$1 to enroll. Students can take up to 15 units.

The articulation question came to the GE Committee because originally articulation had been requested more in the CTE areas, but it started to branch out to other areas like Psychology and Biology, and it was important to protect the integrity of the General Education component. This may become less of an issue as our district moves more in the direction of dual enrollment. Cindy posed the question of how to articulate a course that's the same as a college course if you can't control who teaches it at the high school level, because some of the courses are B.A. or master's disciplines. Will the CSU's accept it if it wasn't taught by someone with a Master's degree in the discipline? Nancy said there are still a lot of questions around how all of this will be implemented, and it's still a little premature to talk about it because the district hasn't decided yet how far down the road of dual enrollment they want to go.

5. GE curriculum review and recommended placement: The committee reviewed the course outline for HIST 061: History of African-Americans since 1865, submitted by Instructor Joshua L. Bearden. The course was critiqued for all the SLO's:

- Reading/Writing/Speaking – Shiela said the course meets all the requirements.
- Interdisciplinary – Curtis spoke for Judy (who was absent from the meeting), and said that according to her notes, she appeared to be quite satisfied that the course meets all requirements.
- Critical and Creative Thinking – Curtis said the entire outline was interesting and contained all the elements of critical/creative thinking. Very good.
- Ethics – Chao said this criteria was embedded in the writing and mentioned a table for assessing students. Said it definitely qualifies.
- World View – David was not present at the meeting, but had e-mailed his comments to Cindy earlier and she presented these to the committee as a hand-out. All comments were favorable.

The committee voted unanimously to approve the course for placement into both Social/Behavioral Science and Ethnic/Multicultural Studies GE requirements boxes. Students would not be able to receive credit toward both disciplines, but rather would choose which one they wanted to apply credit toward. Nancy will notify the Curriculum Committee of the new course. Cindy commented that this course was basically a slam-dunk, and quite impressive for a new faculty member who has no previous experience with our SLO's. Nancy added that he had been asked to put this course together as part of the Equity Plan no more than a month ago, and had come up with this great course. She added that within a week or two, he's going to present another one that covers pre-1865 history.

6. GE Faculty Survey: Tabled for another time.

7. GE flex proposal: Cindy discussed the Flex entitled "How we do GE at LMC that differs from other colleges" and asked (1) who would like to work on presenting this with her, and (2) should this be an evening session for mostly adjuncts or should we try to reinvigorate GE? There is no Focused Flex day, but there are lots of flex courses being offered so it's going to be really competitive. Should we try for a morning into lunchtime, or a lunchtime into afternoon time slot? Or try for an evening for part-timers? Flex proposal is due next week and want to present the proposal based on what the committee decides. Title is geared toward our full-time instructors who haven't taught here before and our adjunct instructors.

Rebecca said it would be hit and miss for adjuncts no matter what time you hold it because their schedules are so crazy. Although it was originally thought that there was no mandatory Flex obligation for adjuncts for spring this year, a review of the LMC website indicated that there actually IS, so it was felt that this might be a good incentive to draw people. In terms of the best day to hold it, Monday Jan. 18 is a holiday, Tuesday and Wednesday are optional and Thursday is a mandatory faculty service day. Cindy noted that Friday is when classes start. Chao suggested trying to find a way to fold this Flex into the new teacher course.

Nancy said there is an orientation for new faculty, but that agenda is pretty packed so it's hard to get time in there. Also, it depends on who's there because a lot of time it's not people who are teaching GE, so it's not really relevant to them.

Curtis thought it was really just about volume. How do we get the most volume, whether they're adjuncts or full-time? He said we should try to piggy-back onto something that adjuncts are either required to go to or might go to. He said if we could get 10 or 15 minutes in something like that, it could be more valuable than doing a whole flex thing that people might not come to. Cindy said we basically have 2 days to work with. There's an assessment thread on equity that a lot of people are going to be going to that's either going to be the morning or the afternoon. There's the Hiring Workshop which is mandatory that so many people need to go to, which is on Tuesday, Jan. 19. She will need to work around those things, but said she is happy to do that if the committee think it's worth doing in light of the fact that we only have two days?

Nancy said that because there is a Flex obligation in the spring, that suggests that we should do something, because we'll be able to pick up some people there. Said it would have to be in one of the in-between times, so as not to conflict with other things that are already scheduled. Maybe 3-5 p.m. on Tuesday or Wednesday? Cindy said she would try for that and say she wants two hours that "don't conflict with the BIG stuff that's going on." Nancy suggested coordinating with Brianna McCarthy. She's bringing in a speaker who's going to talk about equity-related assessment issues. It's going to be interesting and people will want to go, so we don't want to offer our GE thing at a time that competes with her flex. Cindy said we could probably shorten GE flex to an hour or hour and a half. She just wants to make sure we get some type of GE in the flex. The committee agreed that Cindy would try for a couple hours on Tuesday or Wednesday and gear it toward new-comers, but also try to bring in some old-timers. Cindy said she'd bring food (brownies or something) and market that to entice people to come.

8. GE Assessment: Cindy passed out several handouts related to the GE Assessment. Said fall 2008 Assessments were used as the pilots. She gave a history of how GE was assessed in the past and talked about the pilots. Said that we "say we've done 80% of assessing SLOs." Year 5 of the model is next year and GE program needs to be assessed. Interdisciplinary may be eliminated, so we may not have to assess that. Asked the group "what kind of model do we want to use for assessing?" Cindy said that Speaking, Global perspectives, Creative Thinking and Reading have not been done yet. Said Alex did Ethics, Critical Thinking, Writing/Reading, but not very well.

Nancy agreed that we definitely need to do Speaking and Global Perspectives, and if time permits, should also do Creative Thinking and Reading. Rebecca said there was no uniformity to the 2008 model and suggested using the model "How Fungi Can Save the World" Ted Talk. She said the assessment should be standardized and that students should be able to discuss any topic from a global perspective. Curtis suggested making assessment part of existing classes instead of having to do a whole separate thing. Nancy suggested having students do two-minute speeches showing how they bring global perspective to the topic they're given. Said every GE class would have the same requirement to do a two-minute presentation. Shiela suggested giving them all the same articles to read and judging how they interpret it, but Curtis wondered if we could mandate instructors to do this. Nancy said in a GE Assessment year?...YES!

Nancy suggested it be some type of problem-solving model that didn't necessarily revolve around the same content. Suggested choosing five instructors per discipline and "asking" them to be involved instead of mandating them. Suggested migration as a topic because it spans multiple disciplines. Rebecca suggested that we need to find some way to make one or two topics fit all groups, so that we're not trying to compare apples and oranges. She said that analyzing the results is always the hardest part of any study, so we need to come up with something that allows for quick analysis instead of long, drawn-out analysis. Fewer topics allows a better chance for this to happen. Chau said we should give instructors a clearer model to follow.

Curtis said the results probably don't matter as much as the experience of doing it, and Nancy said it's probably more of a Professional Development thing than anything. Chau asked what we would use the data for? Cindy said that we're required to do it for Accreditation, so we should try to make the data useful. Said that educational research is not scientific because there's too many variables, but the idea is to get some good data that you can pull from to try some new things, not to prove things. Said we could refer back to the old model and divide people up into four requirements boxes and have a prompt that works for the box, and everyone in the same box would have the same prompt and criteria. She said she also liked Shiela's idea of a short, persuasive video. Asked what else we could do that wouldn't alienate instructors who don't really want to do it, or don't feel it fits into their courses? Nancy said we could give students an incentive to participate by telling them we'd post the Top 5 videos on the LMC website, and students could use this achievement to boost their college transfer applications.

9. Future Agenda Items and homework

- Cindy told the group to speak with their colleagues about the assessment model and get their feedback/input. Will look into methods for recording/uploading videos. Group should be thinking about a topic that everyone would be willing to do. Is migration the one? Be thinking about other possible topics. Will check to see if Greg Stoup can come to the Nov. 20 or Dec. 4 meeting.
- Shiela asked if the GE Faculty Survey would be on the next agenda, Cindy said yes.
- Review proposed course outlines of record if any. Joshua Bearden's next history course may be coming in.

The meeting was adjourned at 4 p.m.