

General Education: 2025 LMC Model ~~A revised LMC~~ ~~model~~

Proposed Spring 2025
~~2020~~ By members of the
General Education Committee
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the Academic Senate



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General Education: A revised LMC model

I. OVERVIEW

In 2020, the Los Medanos College General Education Committee was tasked by the Academic Senate to revise its position paper. LMC's GE program in steeped history, dates back to the late 1970s, shortly after the college's opening in 1974. Prior to the 2020 change, the most recent GE position paper was approved in 1982. ~~Parts of the program—model structure, criteria/learning outcomes, and requirements package—have been tweaked over the years, but none has taken a holistic approach. Some problems have cropped up, for both students and faculty, which this GE model revision attempts to address.~~ The changes adopted in 2020 included streamlining the ~~Some transfer students have faced confusion in selecting GE courses because of the mismatch between~~ CSU/UC/IGETC general education course lists and the GE course list at LMC. Some CTE students wanted more GE options for the local A.A. degree. In addition, some faculty have found it daunting to write their course outlines to meet, and assess, all five of LMC's GE student learning outcomes, as ~~is~~ was previously ~~currently~~ required. The 2020 local GE changes included ~~This proposal has been written with the following goals in mind:~~

- ☐ Remove barriers for transfer students.
- ☐ Provide more options for CTE students.
- ☐ Ensure GE SLOs are distributed to eliminate or minimize gaps in student pathways.
- ☐ Maintain efficiency for members of the faculty in writing course outlines, as well as in teaching to and assessing the GE SLOs.

Following the creation of the common transfer degree pattern CalGETC and new Title 5 mandates, the local General Education model proposal includes the following revisions that are to be in place by fall 2025: ~~adopted for The following General Education model proposal includes revisions based on the current LMC GE requirements package as defined in Title 5 with no increase to the basic number of units currently required by students. It includes:~~

- ☐ a new area requirement for Quantitative Reasoning ~~a rewrite of the 2013 GE Philosophy Statement~~
- ☐ a new area requirement for Ethnic Studies ~~an update to the GE Student Learning Outcomes~~
- ☐ maintaining the Diverse Perspectives area requirement ~~a modification to the definition of what constitutes a GE course at LMC~~
- ☐ ~~flexibility in the integration of GE SLOs in all GE courses~~
- ☐ ~~minor changes to the role and membership of the GE Committee~~

Revisions are based on relevant [Title 5](#) and ACCJC accreditation mandates, as well as input from faculty at GE flex workshops, and numerous meetings with departments and individual faculty members teaching courses identified as GE either at LMC or for transfer. The changes are also supported by a unanimous vote at the Academic Senate February 12, 2024 meeting. ~~results from the recent GE faculty survey completed in Spring 2020 by 165 LMC faculty members: 77 full-time and 88 adjuncts. Overall, the results found a majority of faculty members are satisfied with the GE student learning outcomes at LMC but are in favor of more flexibility in teaching to and~~

~~assessing those SLOs.~~

~~A selection of appendices appears at the end of this document to provide background and support for the revisions.~~

II. GE PHILOSOPHY STATEMENT

Los Medanos College
General Education Philosophy
Adopted April 8, 2020

“Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges, then, that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding.” — California Code of Regulations, Title 5, 55061

General Education is designed to enhance the lives of students in the broadest sense. A person who graduates from Los Medanos College should have well-developed reading, writing, speaking and critical thinking skills, and will mobilize these abilities in all areas of their lives, for the rest of their lives. They can ask thoughtful questions, grapple with difficult texts and concepts, reason quantitatively, consider competing perspectives, challenge arguments and question conventional ideas, evaluate sources of information, admit their own limitations, and demonstrate curiosity and a desire for continued learning.

The ends of general education, then, are interdisciplinary, and are more than academic; they are civic, ethical, and personal. Civic, because citizens in a democracy need to think, be informed, and work collaboratively with others in their communities. Ethical, because we are bound to uphold rights, promote equity, respect diversity, and oppose the mistreatment of humanity and the natural world. And personal, to enhance self-awareness and intellectual discipline.

The GE program at LMC is rigorous and challenging, but also responsive to students and relevant to real-world issues. It honors the diversity of its students’ opinions and life experiences. The courses in the GE program are active, dynamic, probing, far-reaching, and open to unexpected lines of inquiry, and will engage and benefit any student, not only those with a professional or personal interest in the subjects.

III. STUDENT LEARNING OUTCOMES

The college’s student learning outcomes should logically flow from its GE Philosophy Statement. The following expanded list of SLOs are based on careful consideration of the Philosophy Statement revised April 8, 2020, results of the GE faculty survey, and a comparison of learning outcomes identified in Title 5, the Contra Costa Community College District GE Philosophy, the current LMC GE SLOs, and ACCJC accreditation standards.

A. The Universal COOR Core: Reading, Writing and Critical Thinking

All degree-applicable courses are required by Title 5 to include in the Course Outline of Record evidence of and assignments that assess reading, writing and critical thinking:

Title 5, Division 6, Chapter 6, Sub Chapter 1, Article 1: 55002.a.2.A

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

Title 5, Division 6, Chapter 6, Sub Chapter 1, Article 1: 55002.a.2.F

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

Title 5, Division 6, Chapter 6, Sub Chapter 1, Article 1: 55002.a.3

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

This standard goes beyond general education courses, and its integration into the curriculum should be evaluated by the Curriculum Committee in the normal process of evaluating and approving new and revised course outlines of record. It should also be the purview of the Teaching and Learning Committee to assure these college-wide learning outcomes are assessed at the program level based on definitions, sets of criteria and rubrics it creates and updates on a regular assessment cycle in coordination with the GE and program assessment processes:

Universal COOR Core SLO 1: Reading and Writing

At the completion of an LMC degree or certificate of achievement, a student will be able to read critically and write effectively.

* Suggest including within definition/criteria symbolic writing inclusive of math, foreign language, music.

Universal COOR Core SLO 2: Critical Thinking

At the completion of an LMC degree or certificate of achievement, a student will be able to think critically.

* Suggest subsuming creative thinking into definition/criteria for critical thinking.

B. Revised GE Student Learning Outcomes

~~The GE Faculty Survey found strong support—greater than 69 percent—for the five current GE SLOs, as well as for integrating other important learning outcomes missing from the current list: information literacy, quantitative literacy and the scientific method.~~ The revised list below adds Quantitative Reasoning, Ethnic Studies, and maintains Diverse Perspectives, which leads to a total of seven GE SLOs. The GE committee has removed the numbers tied to the GE SLOs to lessen confusion should there be future Title 5 or ACCJC changes to local GE degree patterns. ~~those three as new GE SLOs. It also eliminates the SLO regarding the interdisciplinary~~

~~nature of knowledge because that has been the most challenging for faculty to assess. While it is still strongly supported as part of the GE program, it has often been more of a characteristic of the GE courses that have come before the GE Committee for COOR evaluation rather than a specific, measurable learning outcome.~~

~~A number of faculty members have expressed concern in their feedback to the GE Committee the past several years over the specific wording of some learning outcome statements, and the need to broaden the associated definitions and assessment criteria. As a result, the scope and/or wording has been revised for some of the learning outcome statements written in 2005 and carried over into this GE model revision proposal.~~ Going forward it should be the purview of the GE Committee to revise and/or create expanded definitions, sets of criteria and rubrics for these SLO statements, taking into account faculty desires for flexibility in meeting them.

GE SLO1: Human Communication

At the completion of the LMC GE program a student will be able to communicate and collaborate effectively as a speaker, visual communicator, and/or performer.

GE SLO2: Information Literacy

At the completion of the LMC GE program a student will be able to evaluate information and its sources critically.

GE SLO3: Ethical Insight

At the completion of the LMC GE program a student will be able to analyze and address ethical problems with a clear understanding of personal, social and civic responsibilities.

GE SLO4: Diverse Perspectives

At the completion of the LMC GE program a student will be able to evaluate diverse social, multicultural and/or global perspectives regarding current or past issues and events.

GE SLO5: Quantitative Reasoning

At the completion of the LMC GE program a student will be able to utilize quantitative reasoning and apply mathematical principles to real world situations.

GE SLO6: Scientific Inquiry

At the completion of the LMC GE program a student will be able to apply methods of scientific inquiry in real world situations.

GE SLO: Ethnic Studies

At the completion of the LMC GE program, a student will be able to analyze the effects of race, racism, and white supremacy as it impacts the local state, national, and global power dynamics and understand the contributions of Black, Native American/Indigenous, Chicanx, Latinx, Asian American, Pacific Islander, or another community of color that dismantles racist structures.

C. Contextualizing Student Learning Outcomes within a course

The general education model at LMC is designed to take an across-the-curriculum approach, and therefore each GE course should contextualize one or more of the GE SLO, in addition to the Universal COOR Core: Reading, Writing and Critical thinking. To ensure equitable distribution of all SLOs across the GE program, one GE SLO will be assigned to a collection of courses in each of ~~seven~~ ~~six~~ GE groupings based on the Title 5 course requirements list. However, in the event an assigned SLO is not a natural fit for a particular course within a GE grouping, the course author may substitute any other GE SLO to map to.

Faculty writing or revising GE courses are encouraged to map ~~to~~ additional GE SLOs as appropriate. However, it is crucial to maintain the curricular integrity of the discipline content, so additional selected GE SLOs should weave through the content in a compatible, not preemptive way. Faculty members writing course outlines of record should select only those GE SLOs to contextualize that are natural to the disciplinary content and/or appropriate to an effective pedagogical approach. Thus, the GE SLOs should not be supplementary to the course-level SLOs, but a natural part of them.

Depending on the content of each GE course, some may naturally map to just one GE SLO, while others may map to several of them. For example:

An algebra class may contextualize just one, GE SLO~~5~~: Quantitative Reasoning, but a statistics course may also be able to map to GE SLO~~3~~: Ethical Insight as it examines the kinds of lies and bias in data that lead to the popularized phrase “lies, damned lies, and statistics.”

A journalism course might naturally map to ~~multiple GE SLOs~~ ~~GE SLO 1, 2, 3 and 4~~: Human **C**ommunication because journalists conduct interviews, and speak to audiences when broadcasting; **I**nformation **L**iteracy because journalists need to seek reliable and accurate sources of information in reporting; ~~ethics~~ **E**thical **I**nsight because journalists must consider a wide variety of legal and ethical consequences in deciding when to publish a controversial piece of information; and **D**iverse ~~social and multicultural~~ **P**erspectives because such **social and multicultural** perspectives are central to fair and balanced reporting on a wide variety of social issues.

D. Assignment of GE SLOs to the GE requirements list

“The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.”

— Title 5, Division 6, Chapter 6, Sub Chapter 6, Article 1: 55061

ACCJC Accreditation Standards echo this Title 5 language, and suggest that central to a general education program is “a carefully considered philosophy” in which faculty determine “the appropriateness of each course for inclusion in the general education curriculum, based upon

student learning outcomes and competencies.” In addition it mandates member colleges “regularly assesses learning outcomes for courses, program, certificates and degrees.” (Standards II.A.3 and II.A.12)

To ensure that GE SLOs are distributed to lead students through those learning experiences in a way that eliminates or minimizes gaps in their learning outcomes, one GE SLO will be assigned to a collection of courses in each of the **seven** ~~six~~ GE groupings based on the Title 5 course requirements list. As a result, all LMC graduates will have encountered each learning outcome at least once as they move through the general education program. This distribution also has the added benefit of maintaining efficiency for faculty in assessing outcomes since the GE SLOs contextualized in courses and merged into existing CSLOs will be able to map up in the ongoing assessment process, with no need for programs to write additional assessment reports.

As indicated in III.A of this document, all degree-applicable courses will teach to and assess the Universal COOR Core: Reading, Writing and Critical Thinking. In addition, general education courses will each map to a minimum of one GE SLO as assigned by the requirement groupings listed below. If an assigned SLO is not a natural fit for a particular course in most GE groupings, the course author/department may substitute another GE SLO. If it is the only course in a group, this should be done in coordination with the GE Chair.

❑ **Area 1: English Composition, Oral Communication and Critical Thinking** ~~Natural Sciences~~

~~GE SLO 6— Scientific Inquiry, or any other more appropriate GE SLO~~ Information Literacy, or any other more appropriate GE SLO

❑ ~~B. Social and Behavioral Sciences~~ **Area 2: Mathematical Concepts and Quantitative Reasoning**

~~GE SLO 3— Ethical Insights, or any other more appropriate GE SLO~~ ~~GE SLO 5~~ Quantitative Reasoning, or any other more appropriate GE SLO

❑ ~~C~~ **Area 3: Arts and Humanities**

~~GE SLO 1— Human Communication, or any other more appropriate GE SLO~~

❑ ~~D. Language and Rationality~~ **Area 4: Social and Behavioral Sciences**

Ethical Insight, or any other more appropriate GE SLO

❑ **Area 5: Natural Sciences**

Scientific Inquiry, or any other more appropriate GE SLO

❑ **Area 6: Ethnic Studies**

Ethnic Studies, or any other more appropriate GE SLO

❑ **Area 7: Diverse Perspectives**

Diverse Perspectives, or any other more appropriate GE SLO

i. English Composition

GE SLO—Information Literacy, or any other more appropriate GE SLO

ii. Communication and Analytical Thinking

~~a. **Math Comprehension:** The mathematics competency requirements in Title 5 indicate that students may demonstrate competence by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra, or another mathematics course at the same level that has Elementary Algebra as a prerequisite, or by completing an assessment. Courses that meet the math competency are listed in this sub-category, and also meet the Communication and Analytical Thinking requirement. Students who meet this requirement by assessment, however, must take a course to meet the Communication and Analytical Thinking requirement. They may opt to take another math class from this sub-category, or any course in ii.b Communication and Critical Thinking.~~

~~*GE SLO 5—Quantitative Reasoning, or any other more appropriate GE SLO*~~

~~b. **Communication and Critical Thinking:** Students who have met the math competency explained in ii.a may opt to meet the Communication and Analytical Thinking requirement by taking a course listed in this category.~~

~~*GE SLO 2—Information Literacy, or any other more appropriate GE SLO*~~

~~□ **E. Ethnic/Multicultural Studies**~~

~~*GE SLO 4—Diverse Perspectives*~~

E. COOR requirement and impact on current LMC courses during the transition

The COOR for any LMC GE course should reflect one major assignment or more than one minor assignment that maps to the GE SLO/s contextualized within that course. A single assignment may be used to assess as many CSLOs as appropriate. In the event a course revision is necessary to meet this requirement, it does not need to be done during the transition to the new model but may be implemented during the course's next regularly scheduled COOR revision.

■ **Current GE courses:** The assignment of GE SLOs to the requirement groupings has been done with the intent to eliminate the need for revision to current LMC GE course outlines. Any need for minor tweaking to reinforce the contextualization of the assigned SLOs may be done at the course's next regularly scheduled COOR revision. This model encourages courses that currently integrate more than the assigned GE SLOs to continue contextualizing others as appropriate.

■ **Current LMC competencies not considered GE:** This revision represents a change to the way GE has traditionally been structured at LMC. Historically, college-level math and college composition, represented in D.i and D.ii, were considered basic competencies at LMC, even though they transferred as GE. As such, they were not considered part of the LMC GE program and were not required to teach to or assess any GE SLOs. This revision brings those courses into the General Education program to eliminate confusion about what constitutes a GE course. This

change is supported by recent results from the GE Survey: 51.43 percent of the respondents agree with the revision, and another 27.14 percent said they would be okay with it. The assignment of GE SLOs to these two requirement groupings has been done with the intent to eliminate the need for revision to current course outlines. Any need for minor tweaking to reinforce the contextualization of the assigned SLOs may be done at the course's next regularly scheduled COOR revision.

■ **Current transfer GE courses not considered LMC GE:** All LMC courses that currently satisfy transfer requirements for **CalGETC** ~~CSU/UC/GETC~~ will be folded automatically into the LMC GE requirements package and will be placed into one of the LMC GE groupings. ~~A-though E-~~ They will be required to map to the GE SLO assigned to that grouping, as well as to the Universal COOR Core: Reading, Writing and Critical Thinking SLOs, and to assess them. ~~This change is supported by recent results from the GE Survey: 71.43 percent of the respondents said they either like the idea or would be okay with it.~~ Most of the current transfer courses will be placed in a requirements box with an assigned GE SLO they likely already meet. Any need for minor tweaking to reinforce the contextualization of the assigned SLOs may be done at the course's next regularly scheduled COOR revision.

■ **New transfer GE courses developed in the future:** All new LMC courses written to meet transfer requirements for **CalGETC** ~~CSU/UC/GETC~~ should map to the GE SLO assigned to its intended requirement grouping, as well as to the Universal COOR Core: Reading, Writing and Critical Thinking SLOs. Those courses currently in the pipeline that receive **CalGETC** ~~CSU/UC/GETC~~ approval before the implementation of this position paper will be folded automatically into the LMC GE requirements package and will be placed into one of the LMC GE **Areas** ~~groupings: A-though E-~~. They will be required to map to the GE SLO assigned to that grouping, as well as to the Universal COOR Core: Reading, Writing and Critical Thinking SLOs, and to assess them.

IV. ASSIGNMENT OF COURSES TO GE REQUIREMENTS PACKAGE GROUPINGS

The General Education model has been designed over time both as a local A.A. degree program, and a program of study leading to transfer. Over time some of the curriculum that transferred as GE ceased to meet LMC GE requirements locally. In addition, GE courses that do not transfer as GE had been purposefully written to meet LMC GE SLOs to create additional options for CTE students and others who do not intend to transfer. As we work to harmonize the local A.A. requirements list with the **CalGETC** ~~CSU/UC/GETC~~ breadth lists, we want to ensure we do not reduce options for CTE and other local A.A. degree students. This revision to the model addresses both sets of needs:

□ **It remove barriers for transfer students:** All LMC courses that currently satisfy transfer requirements for **CalGETC** ~~CSU/UC/GETC~~ will automatically be folded into the LMC GE requirements package and will be placed into one of the LMC GE groupings: **Areas 1 through 7** ~~A-though E-~~, based on the category definitions in this section.

□ **It maintains options for CTE students and other local A.A. degree students.** All

LMC courses that currently meet LMC GE SLOs but do not transfer as GE will be maintained in the local A.A. degree requirements list as options for students. We will also consider new courses for the same consideration. However, those courses will carry a notation in the local A.A. requirements list so transfer students do not inadvertently take LMC GE courses that will not fit as requirements into their GE package.

In this effort to open the curriculum and offer local A.A. students more choice in meeting their LMC general education requirements, it has historically been the intent of the GE Committee to interpret criteria for inclusion into each general education category in broad terms. LMC GE criteria has been developed to help determine the appropriate placement of courses within the model. The criteria below were drawn from Title 5 regulations for California Community Colleges, California State University Executive Order 1100, and traditional definitions of the liberal arts, science, social science and humanities.

Some course may naturally fit in more than one disciplinary category. This model allows for a course to be placed in more than one category to expand options for students, however those courses may not be double-counted. Courses placed in more than one category are strongly encouraged, but not required, to map to the GE SLOs attached to each category it is placed in.

At times, there may also be new interdisciplinary courses proposed that cross GE categories. In determining placement, the GE Chair, working with the Curriculum Committee and the department proposing the course, will consider the placement of similar courses at other community colleges and/or within the ~~CSU~~ CalGETC curriculum. If no models exist, the GE Chair will analyze the course outline in consultation with the department chair and place the course in the category where the preponderance of course content falls, or in more than one category if applicable.

A. Natural Sciences: Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the GE requirement in natural sciences, a course shall be designed to help students develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. LMC courses that fulfill Natural Science requirement may be drawn from introductory or integrative courses in astronomy, biology, chemistry, engineering, environmental science, general physical science, geology, meteorology, oceanography, nursing, physical geography, physical anthropology, physics and other scientific disciplines.

B. Social and Behavioral Sciences: Courses in the social and behavioral sciences are those that focus on people as members of society. To satisfy the GE requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the disciplines. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. LMC courses that fulfill the social and behavioral science requirement may be drawn from administration of justice, business, child development, cultural anthropology, cultural geography, economics, education, history, political science, psychology, sociology and other related disciplines.

C. Arts and Humanities: Courses in the arts and humanities are those that study the cultural activities, artistic expressions, and communication of human beings. To satisfy the GE requirement in the arts and humanities, a course shall be designed to help students develop aesthetic understanding and an awareness of the ways in which people currently, throughout the ages, and in different cultures have responded to themselves and the world around them in artistic and cultural creation, and communication. LMC courses that fulfill the arts and humanities requirement may be drawn from introductory or integrative courses in art, dance, drama, film, foreign language, journalism, literature, mass communication, music, oral communication, philosophy, religion and other related disciplines.

D. English Composition, Oral Communication and Critical Thinking: Language and Rationality: Courses in English Composition, Oral Communication and Critical Thinking ~~language and rationality~~ are those that develop for students the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. LMC courses that fulfill the Communication and Critical Thinking sub-category may be drawn from communication, computer science, English, journalism, philosophy, speech and related disciplines.

E. Quantitative Reasoning: In addition to Mathematics courses, courses developed to meet this requirement may include computer science, personal finance, statistics or discipline-based mathematics.

~~i. English Composition: LMC courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.~~

~~ii. Communication and Analytical Thinking:~~

~~a. Math Comprehension: LMC courses that fulfill the math comprehension sub-category may be drawn from mathematics, PTEC/ETEC, statistics and related disciplines.~~

~~b. Communication and Critical Thinking: Students who have met the math competency may opt to meet the Communication and Analytical Thinking requirement by taking a course listed in this sub-category. LMC courses that fulfill the Communication and Critical Thinking sub-category may be drawn from communication, computer science, English, journalism, philosophy, speech and related disciplines.~~

F. Diverse Perspectives: Courses developed to meet the Diverse Perspectives requirement will come from a variety of curricular areas and will focus on diversity topics that can include human culture, defined broadly to include cultures based on race or ethnicity, gender, sexual orientation, socioeconomic class, nation of origin, ability status, and more. LMC courses that fulfill the ~~ethnic/multicultural studies~~ diverse perspectives requirement may be drawn from administration of justice, child development, drama, English, history, sociology, speech and any other college disciplines that develop courses focusing on these issues and themes

G. Ethnic/~~Multicultural~~ Studies: Courses developed to meet the Ethnic/~~Multicultural~~ Studies requirement will come from Ethnic Studies area courses, which can include comparative Ethnic Studies, Black Studies/African American Studies/Africana Studies, American

Indian/Native American/Indigenous Studies, Asian American Studies, Pacific Islander Studies, Latinx Studies, and Chicanx Studies. ~~come from a variety of curricular areas and will focus on human culture, defined broadly to include cultures based on race or ethnicity, gender, sexual orientation, socioeconomic class, nation of origin, ability status, and more. LMC courses that fulfill the ethnic/multicultural studies requirement may be drawn from administration of justice, child development, drama, English, history, sociology, speech and any other college disciplines that develop courses focusing on these issues and themes.~~

V. GENERAL EDUCATION ASSESSMENT

LMC's General Education program has been unique in that it has integrated GE student learning outcomes at the course level, so CSLOs identified in GE course outlines of record are contextualized with the GE SLOs. While a benefit of this integrated GE model is that when a GE course's CSLOs are assessed it also captures assessment information about the GE student learning outcomes, which may then be aggregated and analyzed as desired by the GE faculty and the GE Committee, there have been drawbacks.

Some faculty have found LMC's historic integration of all GE SLOs a heavy curricular and pedagogical lift, so this revision to the model reduces the number of SLOs required for integration while maintaining the contextualized approach. It also introduces flexibility by increasing the number of SLOs to allow for a more natural curricular fit.

In addition, obtaining aggregated CSLO data mapped to GE SLOs has been problematic since LMC's assessment model has been based in a paper and/or electronic document system. The college district has purchased a new eLumen curriculum management system that will now make possible a streamlined and systematic approach to GE assessment

A. Mapping up: An ongoing streamlined approach to GE Assessment

Broadly, this model favors a streamlined approach to GE program assessment that should be completed during the fifth year of LMC's assessment cycle using data collected and aggregated from CSLO review the previous four years without any need for additional assessment. Departments and programs will continue to assess their learning outcomes as normal; no additional assessment requirements will be placed on departments or programs as a result of these changes to GE. To assess the GE learning outcomes, the GE committee will use data already provided by departments and programs from their course assessments

B. Special assessment option, only as needed

To address any problems or issues that may arise within the General Education program, the GE Committee could, in collaboration with GE faculty, opt to design a special assessment instrument or process in addition to the streamlined aggregated CSLO course data approach described above, with support as needed from the district's research office. Any such optional assessment design and methodology will be determined by GE Committee in consultation with the GE faculty, the Teaching and Learning Committee, and the Academic Senate, and would be facilitated by the GE Chair/Assessment Coordinator.

C. Fitting into the LMC assessment cycle

During the first four years of the assessment cycle, the GE Chair/Assessment Coordinator and GE Committee plan opportunities for assessment dialogue and professional development as indicated by interim analysis of ongoing CSLO results and/or requests by GE faculty for professional development around general education SLOs. During the fifth year, when there is no course-level assessment, the GE Chair/Assessment Coordinator and GE Committee complete GE program assessment and analysis based on the approach selected in year one, evaluate the effectiveness the GE assessment process itself, and take initial steps in planning the next round of GE assessment, which will be decided in year one of the five-year cycle. At the beginning of the fall of year one of the assessment model, assessment results are discussed with all GE faculty at GE seminars, during Flex workshops and/or at other appropriate venues.

1. *Reporting:* GE assessment results, summaries of ongoing dialogue and professional development around GE, and any needed improvement plans to the GE program itself will be documented in an Assessment Report of the General Education Committee completed during year five of the assessment cycle.

2. *Closing the loop:* Individual GE faculty close the loop by implementing course-level improvement plans as needed, and discuss the ongoing progress of those improvements with other department and GE faculty. The GE Committee takes note of common themes in GE assessment results and addresses the needs of GE faculty with professional development opportunities, and requests for necessary college resources. In addition, implementation of any needed GE program revision, and evaluation by GE faculty of the GE assessment process itself, are also documented evidence of closing the loop.

VI. PROFESSIONAL DEVELOPMENT

One of the most compelling aspects of the recent GE Survey was that faculty members want professional development on each of the students learning outcomes. While respondents were most confident about teaching to and assessing the student learning outcomes involving communication and critical thinking, still 32.03 and 33.59 percent of respondent respectively would like to learn more. But nearly half of those responding to GE Survey question 16 want professional development about teaching to and assessing ethics (50.78 percent) and diverse perspectives (49.22 percent) in their courses. And they noted they would like to receive professional development in a variety of ways, especially through Flex activities, college-wide workshops and seminars, department/group coaching, and other professional development opportunities for all faculty.

This suggests the GE Committee needs to take on a more robust approach to planning and facilitating professional development opportunities for faculty around general education generally, and its student learning outcomes in particular. This model revision suggests the GE Chair /Assessment Coordinator and members of GE Committee strengthen relationships with the Local Planning Group and other professional development committees and initiatives on campus.

VII. GENERAL EDUCATION COMMITTEE

The General Education Committee has been responsible for managing the GE program curriculum and assessing its effectiveness. As such, it has had a dual reporting relationship, serving both as a sub-committee of the Curriculum Committee for the purpose of reviewing course outlines of record and recommending curricular revisions, and the Teaching and Learning Committee, for the purpose of assessing the program, writing assessment reports and facilitating professional development opportunities for faculty.

The recent GE Survey found strong support among faculty respondents for its continuing role in reviewing course outlines of record (69.17 percent), evaluating and assessing the GE program (72.18 percent), and providing professional development about GE at LMC (69.92 percent). Because there had been a suggestion floating around that the GE committee should be eliminated and its work redistributed to other campus committee, the survey asked that question. Only 6.77 percent of respondents supported that idea.

While maintaining these responsibilities, this section makes some revisions to membership and processes based on survey feedback and suggestions from faculty.

A. GE Committee membership

- ☐ GE Chair / GE Assessment Coordinator, a voting member, this position carries with it faculty reassigned responsibility for the purpose of assessment in line with the 2012 New Model of Assessment position paper
- ☐ One faculty representative from each of the GE requirement categories, all are voting members; this paper does not specify a specific number as future revisions to the requirement categories may make this provision outdated
- ☐ One non-voting academic manager appointed by the chief instructional officer or the college president
- ☐ One non-voting student representative appointed by the LMC Associated Students

B. Responsibilities of the GE committee

The GE Committee will support curriculum development in the GE program by providing support to faculty who are revising or developing curriculum in response to assessment results, reviewing and recommending curriculum approval for GE courses, providing support to faculty in developing GE courses, including on-line offerings, and making recommendations concerning balance of course offerings, scheduling, etc. Some specifics:

- ☐ ***Review of course outlines of record:*** In the past the GE Committee has taken a substantive look at all new and revised COORs. This role should be streamlined and assigned to the GE Chair as a formal member of a new technical review team established by the Curriculum Committee to fast-track the approval of all GE courses. The GE Chair should consult with the GE Committee over any concerns about the GE program that arise through this process.

□ The workflow for developing new GE courses or editing existing GE courses is as follows:

- The curriculum development starts at the faculty/discipline/department level.
- The department chair will forward the course to the dean for approval. Once the dean approves the course, it will go to the GE Committee. The GE Committee will review all GE courses before they are sent to the tech review stage.
- After the tech review, the course is sent to the Curriculum Committee for review.

Faculty members are always welcome at the GE committee and Curriculum Committee meetings to explain changes to their courses. ~~Courses under review will need approval by the GE Committee to proceed with the technical review team and the Curriculum Committee.~~

~~In addition, one or more members of the GE Committee may also be assigned to sit on the Curriculum Committee's technical review team to bring GE expertise to the process.~~

□ ***Evaluate and assess the GE program:*** The General Education Committee will continue its role in assessing the program in line with the processes set forth in Section V: General Education Assessment on page 10 of this model revision document.

□ ***Coordinate professional development for faculty teaching GE:*** The General Education Committee will continue its role in providing faculty professional development on contextualizing and assessing GE SLOS. But it will focus on taking a more robust approach in line with the discussion set forth in Section VI: Professional Development on page 11 of this model revision document.

□ ***Provide expertise to the Curriculum Committee:*** The GE chair, or an appointed member of the GE Committee, should attend Curriculum Committee meetings regularly as a guest or an officially appointed member to provide GE expertise on GE curriculum issues.

□ ***Respond to charges from relevant campus groups:*** The General Education Committee will respond to charges and tasks regarding General Education at LMC from the Academic Senate, Shared Governance Council, Teaching and Learning Committee, Curriculum Committee and other relevant groups on campus.

C. Responsibilities of the GE Committee Chair / Program Assessment Coordinator

- Chair the GE Committee, create and distribute meeting agenda to comply with the Brown Act, ensure meeting minutes are taken and review them for accuracy.
- Work with the Office of Instruction to maintain the currency and accuracy of the GE Committee's college web pages.
- Coordinate with the Curriculum Committee, and serve as a member of its technical review team to review all new and revised GE course outlines.

- ❑ In conjunction with the members of the GE Committee, provide support and coordination for the assessment of GE SLOs.
- ❑ Provide coaching for faculty as they develop GE SLOs, assessment tools, proficiency levels, and data analysis for dialogue and feedback to close the loop on assessment.
- ❑ Forward, schedule, receive and disseminate GE related assessment research requests to the District Research Office
- ❑ Identify and coordinate professional development opportunities for GE faculty and staff on contextualizing GE SLOs into their CSLOs and assessing them.
- ❑ Advocate GE needs related to assessment to the TLC.
- ❑ Assist the TLC chair in compiling the institutional portfolio that documents assessment work on campus by completing the GE portion of the assessment portfolio.
- ❑ Attend regular TLC meetings and meetings of the TLC leadership team as needed.
- ❑ Attend assessment meetings and conferences off campus as time and funding allow.

VIII. POSITION PAPER APPROVAL AND IMPLEMENTATION

This proposal is in response to relevant Title 5 and ACCJC accreditation mandates, as well as input from faculty at GE flex workshops, and numerous meetings with departments and individual faculty members teaching courses identified as GE either at LMC or for transfer. The changes are also supported by a unanimous vote at the Academic Senate February 12, 2024 meeting, which prompted an update to the General Education position paper. ~~a charge from the Academic Senate to write a new “position paper” updating the General Education model at LMC. Since the former governance structure for writing and submitting a “position paper” via College Policy Assembly no longer exists, this proposal, “Position Paper 19/20-2,”~~ This position paper shall be considered accepted and in force when approved by a majority vote of the Academic Senate and signed by the Academic Senate president.

Members of the General Education Committee will create any needed implementation plans in Fall 2025 ~~2020~~ for adoption ~~as soon as possible~~.

Academic Senate President **Adrianna Simone** ~~Josh Bearden~~ **2023-25** *date*

Academic Senate President **Louie Giambattista** ~~James Noel~~ **2023-25** *date*