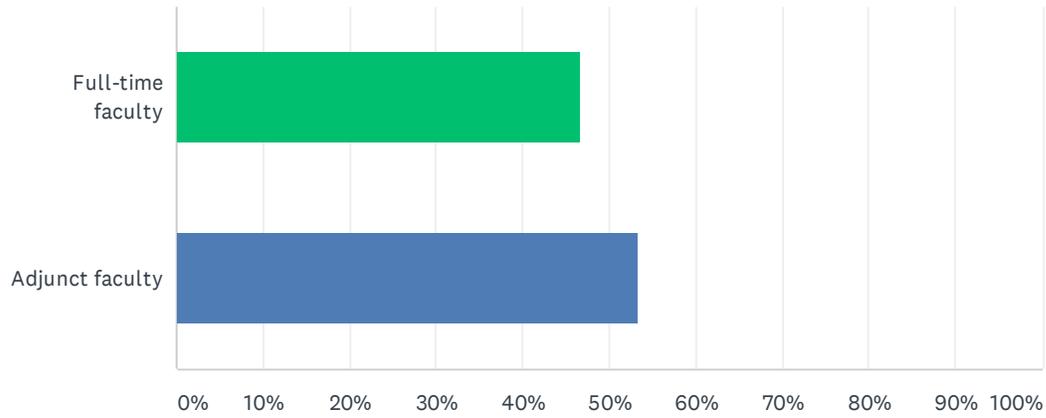


Q1 What is your role on campus?

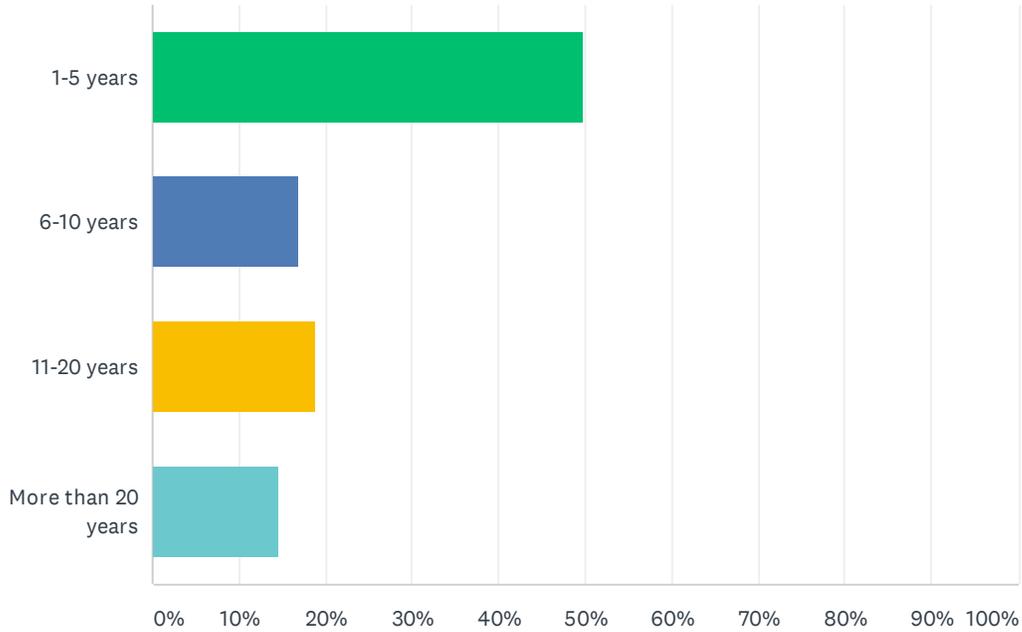
Answered: 165 Skipped: 0



ANSWER CHOICES	RESPONSES
Full-time faculty	46.67% 77
Adjunct faculty	53.33% 88
TOTAL	165

Q2 How many number of years have you been faculty at LMC?

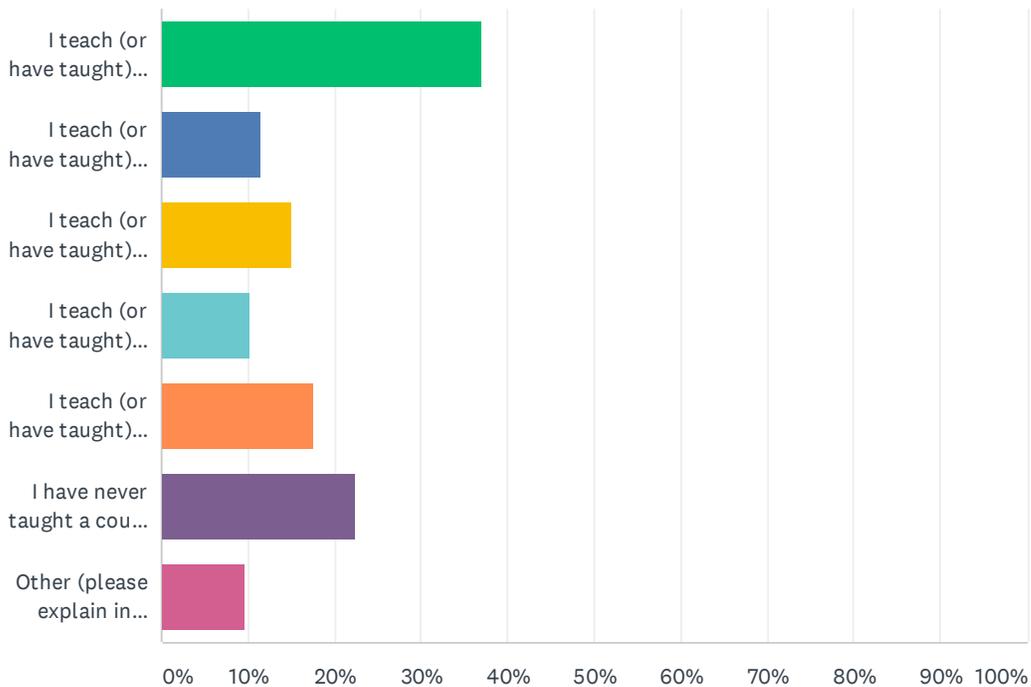
Answered: 165 Skipped: 0



ANSWER CHOICES	RESPONSES	
1-5 years	49.70%	82
6-10 years	16.97%	28
11-20 years	18.79%	31
More than 20 years	14.55%	24
TOTAL		165

Q3 Please indicate which General Education requirements the courses you teach fulfill. You may teach a course that falls into more than one requirement area, you may teach multiple courses that each fall into different requirement areas, or you may teach no GE courses at all, so please check all that apply. If you are unsure, you may consult the list of GE courses and the requirements they fulfill on the GE website: <https://www.losmedanos.edu/intra-out/ge/resources.aspx>

Answered: 165 Skipped: 0



ANSWER CHOICES	RESPONSES	
I teach (or have taught) course/s that meet the LMC Arts & Humanities requirement	36.97%	61
I teach (or have taught) course/s that meet the LMC Social & Behavioral Sciences requirement	11.52%	19
I teach (or have taught) course/s that meet the LMC Natural Sciences requirement	15.15%	25
I teach (or have taught) course/s that meet the LMC Ethnic/Multicultural Studies requirement	10.30%	17
I teach (or have taught) course/s that meet the IGETC or GE Breadth, but not LMC GE	17.58%	29
I have never taught a course that meets the current LMC GE student learning outcomes	22.42%	37
Other (please explain in comment box below)	9.70%	16
Total Respondents: 165		

GE Survey

#	OTHER (PLEASE EXPLAIN IN COMMENT BOX BELOW)	DATE
1	Nursing Skills Lab RN027, Clinical RN026, Preceptorship RN 36	4/1/2020 3:05 PM
2	Administration of Justice	3/31/2020 10:40 PM
3	Chemistry	3/31/2020 9:34 PM
4	I am a Counselor and do not teach a GE course.	3/31/2020 5:15 PM
5	I am not quite sure. I teach Child Development Classes.	3/31/2020 12:38 PM
6	I teach Nursing. RNURS 36, Nursing in Health and Illness which was approved as a GE for RN students.	3/31/2020 11:49 AM
7	Area D: Language and Rationality	3/31/2020 11:14 AM
8	Language and Rationality	3/26/2020 10:35 AM
9	Communication and analytical thinking	3/25/2020 9:16 PM
10	Counseling	3/12/2020 3:40 PM
11	I teach Math 110: Language and Rationality Requirement	3/8/2020 1:54 PM
12	Also College Composition	3/6/2020 7:48 PM
13	I have taught Counseling courses at other community colleges that fulfill CSU GE AREA E requirement	3/6/2020 9:31 AM
14	I teach transferable and DA courses.	3/3/2020 11:43 AM
15	I teach counseling courses with student learning outcomes.	3/2/2020 4:18 PM
16	Language and Rationality	3/2/2020 10:41 AM

Q4 What general knowledge and skills do you think all students who graduate from LMC should leave with at the completion of their degrees and/or certificates? Please list or describe them in the comment box.

Answered: 135 Skipped: 30

GE Survey

#	RESPONSES	DATE
1	Students should have developed critical thinking skills and theoretical tools that they can use to analyze the world around them.	4/2/2020 7:09 PM
2	Advocacy, good communication and critical thinking skills.	4/2/2020 6:44 PM
3	I think that LMC students should have the ability to analyze and interpret the data in their field accurately. They should also be able to write in such a way that expresses their thoughts fluently including the use of supportive evidence to help substantiate those thoughts.	4/2/2020 2:11 PM
4	Students should have, in addition to college-level knowledge of mathematics, sciences, and language arts, the following: technological literacy (including information literacy), basic cultural literacy (including an understanding of multi-culturalism and the history of political movements in the world), and some sense of what it means to display a sense of 'civic duty.'	4/2/2020 11:34 AM
5	math, english, business or computer science	4/2/2020 11:18 AM
6	Presentation skills: speaking, designing resources (slide decks, etc.) Collaboration skills Troubleshooting skills	4/2/2020 10:41 AM
7	creative arts or literature, science, history, ethnic studies	4/2/2020 10:15 AM
8	Solid reading and writing skills	4/2/2020 10:01 AM
9	Critical thinking Problem solving Working with others	4/1/2020 7:07 PM
10	Critical thinking, writing, quantitative reasoning, general science, arts & humanities, social & behavioral sciences, multicultural studies	4/1/2020 7:07 PM
11	Ability to read and write English. Ability to do basic math. Understanding scientific methodology and basic scientific principles. Ability to find information on a topic and recognize various forms of information bias. Appreciation of and respect for human diversity and the diversity of life in nature. Self awareness: Awareness of one's own emotional states and motivations and biases. Ability to interact productively with others. Understanding of basic finance and economics. Understanding of the functions of government in our society. Ability to recognize an ethical dilemma and reason through possible solutions.	4/1/2020 4:06 PM
12	Critical thinking Argumentation Evaluating arguments Understanding bias Close reading skills Analytical skills Developed world view Basic understanding of the arts Knowledge of history Understanding of the scientific process	4/1/2020 4:03 PM
13	They should be able to problem solve and make inferences and communicate effectively.	4/1/2020 4:01 PM
14	The ability to read and write at a college level The ability to think critically about a wide range of topics The ability to communicate clearly and in front of a group of people since so many jobs require workers to talk in meetings, do presentations, communicate with clients and the public, and participate in a variety of other scenarios in which they are called on to actively engage with others The ability to work together in diverse groups as teamwork is crucial in many jobs, and diversity is part of our everyday lives To understand ethics and behave ethically in every aspect of life The ability to use numbers and mathematical principles in their personal and work lives. The ability to use information literacy strategies to analyze information from any source.	4/1/2020 3:22 PM
15	Communication through writing and speaking Critical reading Media/Information literacy Awareness and appreciation of diverse views	4/1/2020 3:15 PM
16	functional literacy, critical thinking, ability to write a coherent essay and make a salient point, the ability to research a subject and be able to write a properly cited paper, the ability to engage in respectful and thoughtful discussion of an area of inquiry or debate. These are just a few	4/1/2020 3:14 PM
17	How to do research and develop skills to guiding their learning. Ability to express in words and writing.	4/1/2020 3:14 PM
18	Adaptation to new and creative ways of learning same material.	4/1/2020 3:05 PM
19	Basically a well rounded education and perspective of a liberal arts education. I believe this helps our students have a more culturally sensitive and holistic perspective of society which will help them make sense of the world they are living in. The skills our students learn will enable them to navigate the road to success in any endeavor they choose.	4/1/2020 2:56 PM

GE Survey

20	Students should given the knowledge, tools and most of all abilities to acquire a job that offers a living wage, benefits, and the abilities to continue to lean and grow as a contributing member of society. Students need to first know what job they are working to obtain, how to get there and again most of all availability of a job in the field of study. (real numbers) if there are a lot of jobs list them.	4/1/2020 11:52 AM
21	1. Critical thinking skills 2. Creative thinking skills 3. Cultural competency 4. Social Justice competency	4/1/2020 10:29 AM
22	Critical thinking skills Critical writing skills Confidence Collaboration and team building skills Public speaking skills Interdisciplinary/cross-disciplinary knowledge-- get more departments working together.	4/1/2020 8:47 AM
23	Read Write a complete sentence Think and analyze	3/31/2020 11:18 PM
24	Writing skills. I see this a deficit in many of my students.	3/31/2020 10:40 PM
25	English Language Communication and Critical Thinking Scientific Inquiry and Quantitative Reasoning Arts and Humanities Social Sciences Lifelong Learning and Self-Development	3/31/2020 10:22 PM
26	Be able to read texts and write well. They must have good study skills.	3/31/2020 9:34 PM
27	Students who graduate from LMC should be able to write essays and research papers. They should be able to have math skills (including algebra). They should be able to hold a formal conversation. They should be aware of current events.	3/31/2020 9:11 PM
28	collegiate level math, language (writing), critical thinking, and science (physics, chemistry, or biology); 2 years of foreign language (unless fulfilled in high school); 2 semesters at least of arts instruction (visual, music, painting, sculpting)	3/31/2020 4:52 PM
29	This is a very difficult question, but the IGETC requirements clearly define what a student should have knowledge of prior to transfer. However, some students are not transferring and work to achieve an AA or CTE Certificate in specializations. I would like to see more CTE fast track programs in emerging areas where students can get jobs. Equity/Ethnic Studies, Critical Thinking, Information Technology are very important no matter the degree sought.	3/31/2020 3:32 PM
30	Life Skills (credit scores, balancing checkbooks, credit card management, work etiquette) File management, Basic technology, Microsoft Office How to interview for a job (body language, what questions to ask, attire)	3/31/2020 1:45 PM
31	Basic research and writing skills, critical thinking, working in groups, time management, self-advocacy and communication, seeing themselves as capable learners.	3/31/2020 12:38 PM
32	Communication Skills Critical Thinking Empathy Collaboration Skills	3/31/2020 12:19 PM
33	Ability to read, write and think critically; computer skills; research skills; knowledge of social justice; psychology; art and music; multicultural studies; and math skills.	3/31/2020 11:49 AM
34	The ability to write well and the ability to develop a greater set of skills regarding "Social Intelligence". Also, each student is encouraged to develop an awareness and respect for all humans and their cultural norms and practices. Thank You!	3/31/2020 11:45 AM
35	With the skills to pursue jobs and or to transfer to a University.	3/31/2020 11:40 AM
36	The ability to assess information and information sources for credibility and reliability. The ability to read and comprehend basic scientific data and extrapolate from it. The ability to convey written and spoken messages clearly and with the needs of the audience in mind. The ability to understand and respect beliefs and worldviews different from their own.	3/31/2020 11:01 AM
37	liberally educated with critical thinking skills	3/31/2020 10:59 AM
38	Written, oral, and general communication skills.	3/31/2020 10:58 AM
39	Basic English, math, & science	3/31/2020 10:50 AM
40	How to write and format scholarly papers.	3/31/2020 10:40 AM
41	Some type of education on nutrition, Fitness and a healthy lifestyle.	3/31/2020 10:36 AM
42	HOW TO SURVIVE IN A 4 YEAR INSTITUTIONS AND IN LIFE, IN GENERAL	3/31/2020 10:35 AM
43	The ability to critically think about a situation and problem solve.	3/31/2020 10:32 AM

GE Survey

44	Students should become critical consumers of information - be able to distinguish fact from opinion, and recognize what are reliable sources of information. Become aware of the major environmental issues our society faces, how they impact individuals and human societies, and the complexity of potential solutions. (They should become knowledgeable about social issues as well, but that isn't my area of expertise!) Understand the process of science, why it is a robust method of understanding issues our society faces, and what questions science cannot answer. Be able to communicate clearly and logically in both writing and verbally.	3/30/2020 12:20 PM
45	Analytical and critical thinking, writing	3/28/2020 9:29 PM
46	Develop good study skills, and prepare a proper schedule for good time management.	3/26/2020 5:37 PM
47	Writing skills, software skills, critical thinking, time management, social skills (working with others), integrity.	3/26/2020 10:35 AM
48	The ability to write academically The ability to present information in a comfortable fashion The ability to research and gain information besides just copy-and-pasting from various sources The ability to look for patterns, extrapolate information, and come to new conclusions	3/26/2020 10:21 AM
49	Depends on their major, they should leave LMC with skills worthy of being a contributing member to society. They should have the skills to be a life learner, have the employability skills to advance in society.	3/26/2020 10:06 AM
50	ha	3/26/2020 9:42 AM
51	Be able to analyze information in such a way that fact-based conclusions can be identified and affectively argued.	3/26/2020 9:19 AM
52	How to read, think, research, analyze, and synthesize information and what to do with that. Ability to think critically is the most important skill we can help them acquire.	3/25/2020 10:36 PM
53	I think that either completing the IGETC or CSU GE requirements supplies the student with more than enough general knowledge and skills.	3/25/2020 10:02 PM
54	An integrated understanding of the world around them Ability to communicate ideas and thoughts both verbally and in written form To work as part of a team To think critically	3/25/2020 9:16 PM
55	Critical thinking, self agency, written and oral communication, quantitative reasoning	3/25/2020 9:16 PM
56	Soft skills, critical thinking and life skills which could be incorporated into one class. Employers constantly remind faculty that these are key components to prepare students.	3/25/2020 8:57 PM
57	-How to read and write critically -Exposure to a range of subjects from the arts/humanities to the sciences and maths. -Experience with public speaking -Practice in how to understand and dialogue with viewpoints contrary to their own	3/25/2020 8:46 PM
58	Understanding of Ethics, Be able to do math and use a computer, be able to communicate through written word,	3/25/2020 6:40 PM
59	I think they should be prepare to handle the 4 year university level pressure	3/25/2020 6:06 PM
60	Computers Math History Chemistry Biology	3/25/2020 6:04 PM
61	Critical thinking skills, job search skills, soft skills	3/25/2020 5:59 PM
62	Competency with skills, critical thinking, and soft skills related to their education. And confidence.	3/25/2020 5:44 PM
63	Critical thinking, reading and writing, social justice	3/25/2020 5:37 PM
64	Students should be able to think critically, make wise decision, problem solve and being optimistic.	3/25/2020 5:32 PM
65	English writing skills, Math (Algebra II, personal finance), basic computer skills (i.e., Mac or Windows, Word, PowerPoint, Excel), oral and written communication skills.	3/25/2020 5:21 PM
66	How to properly write papers and cite them.	3/25/2020 5:19 PM
67	How to write. :)	3/24/2020 7:12 PM
68	Reading and writing A foundation in history, math, listening and speaking, biological sciences,	3/16/2020 6:48 AM

GE Survey

	health & nutrition, social sciences	
69	critical thinking skills, writing and reading, communication skills, decision making skills, time management skills, personal wellness	3/13/2020 8:55 AM
70	Critical Thinking Skills. Writing Skills. Ability to communicate thoughts through speaking skills. Analytical skill of a math course. Ability to speak/listen/converse about social topics affecting the world.	3/12/2020 3:40 PM
71	Psychology - Too many people don't know why they are suffering and are too unaware of mental health issues. Math Biology - how illness works, how the body adapts, etc. Cultural exploration - understanding different cultures, and their ways of being/living. Basic English skills writing sentences, punctuation, grammar, etc.	3/12/2020 11:30 AM
72	Oral Communication, Critical Thinking, Written Communication	3/12/2020 10:28 AM
73	Critical Thinking Diversity Awareness Communication skills- written and oral Love this from current philosophy: "The ends of general education are more than academic; they are civic, moral, and personal. Civic, because citizens in a democracy need to think, be informed, and work with others in public projects. Moral, because we are bound to uphold rights, to respect diversity, and to oppose the mistreatment of humanity and the natural world. And personal, to enhance self-awareness and intellectual discipline." Also support: "A GE course will engage and benefit any student, not only those with a professional or personal interest in the subject." I would like to know that students can evaluate a problem or issue with an ethical lens and develop a clear understanding of ethical responsibility across many different disciplines and that students can actively bring this lens to their professional and personal worlds. This is absolutely critical.	3/11/2020 5:21 PM
74	The students should know the information required to get their certificate and to know the skills required to complete the AA	3/11/2020 5:07 PM
75	They should know the information required for their certificate and or know the skills required to complete the A.A.	3/11/2020 4:46 PM
76	They should be able to write a complete sentence - with proper punctuation. They need to learn to review what they write before turning things in for grading. They need to be competent in math. I know many students who are taking calculus who cannot add or subtract or multiply or divide simple numbers and I frequently encounter students who cannot "estimate" the number and magnitude of a simple math calculation! In summary - they sort of know complicated terms and have a big doughnut hole for the basics!	3/11/2020 4:35 PM
77	The ability to think critically. The realization that they are capable of doing far more than they used to think was humanly possible.	3/10/2020 9:57 AM
78	Critical thinking	3/10/2020 9:01 AM
79	Regardless of the degree that our students attain, they should have experience with; public speaking, presentations, analytical/critical thinking, creative problem solving, fundamentals of business skills for budget and tax management, broad skills in oral and written communication, computational experience that is applicable to a career path, understanding of basic science. As a community member, students should get experience with; community engagement outside of LMC, be adaptable and flexible in their technical and soft skills, collaborative, resilient, and self-aware.	3/9/2020 1:55 PM
80	Able to communicate effectively and write at a college level	3/9/2020 9:26 AM
81	Be able to do basic conversions in the metric system. Be able to multiply numbers up to 12x12 without a calculator. Be able to have spelling and comprehension skills of a high school graduate. Be able to sit through an evening class without cutting out. Show responsibility by studying learning material Given/assigned instead of just wanting a "review sheet" for every exam.	3/9/2020 8:30 AM
82	I agree with the current GESLOs. (Read critically and communicate effectively as a writer and speaker. Understand connections among disciplines and apply interdisciplinary approaches to problem solving. Think critically and creatively. Consider the ethical implications inherent in knowledge, decision-making and action. Possess a worldview informed by diverse social, multicultural and global perspectives.). I however do not think all courses that all students take need to address all of these.	3/8/2020 7:00 PM

GE Survey

83	Communication (interpersonal), critical thinking	3/8/2020 6:58 PM
84	Able to read-pretty much any non-technical document and write well. Also to do basic math (that might be pushing it with some students). Most importantly to have the confidence to know they can learn more, of whatever they need.	3/8/2020 1:54 PM
85	Basic Quantitative methods/reasoning skills	3/8/2020 11:55 AM
86	Wow. This is a HUGE questions I cannot possibly answer in a few sentences. Sorry.	3/7/2020 6:38 PM
87	Critical Thinking, college level writing, professional level communication - oral and written	3/7/2020 5:19 PM
88	Ability to stand and give a five minute oral presentation. Ability to understand basic Physics and Space concepts and recognize the faulty advertisements. Ability to write a coherent essay on a subject they are passionate about.	3/7/2020 7:54 AM
89	Writing, speaking, analyzing arguments and forming persuasive arguments, math and logic, history. Most of all, how to be resourceful and find the information they need to be successful. Life skills like how to be on time, and how to follow directions.	3/6/2020 8:25 PM
90	Information Literacy, Writing, Ethnic Studies, Critical Inquiry	3/6/2020 7:48 PM
91	Writing and speaking skills Math (algebra level, graph reading) Science History	3/6/2020 7:41 PM
92	Competency in composition, critical thinking, and public speaking.	3/6/2020 6:53 PM
93	Logistics in terms of knowing where to find resources (not academic per se, but being able to seek information in general, whether that be finding student services, voting information, anything really that requires some sort of headstrong effort to ACTIVELY seek what they need in life).	3/6/2020 6:39 PM
94	Writing Math Speech Research	3/6/2020 5:13 PM
95	a generally educated person who can proficiently read, write, speak, communicate and identify/practice behaviors to support mental/physical/emotional health	3/6/2020 2:59 PM
96	Nothing in particular. Students should be able to choose whichever general education skills they feel are important to them.	3/6/2020 1:46 PM
97	Skills: Critical thinking, college level reading and writing, information literacy General knowledge of the arts, humanities, social sciences, natural sciences, and mathematics	3/6/2020 1:03 PM
98	Students should be able to articulate their analysis of complex ideas, make an argument with supporting data, and of course read and write at the college level.	3/6/2020 12:41 PM
99	reading, writing, critical thinking, information literacy, awareness of injustice and diversity	3/6/2020 12:35 PM
100	Oral Communication - SPCH 110. Although this requirement is not typical to see as a graduation requirement AA/AS at other community colleges. Mission College (Santa Clara) another college I have worked at since 2017, currently has the equivalent of this course as a AA/AS graduation requirement. However, Mission College is currently considering dropping this as a graduation requirement. I can see both sides to this, on one hand Oral Communication is an essential skill to have regardless of career field and it is an admissions requirement to the CSU system. Yet at the same time, in terms of equity, the course could be difficult for some students to complete given that this class typically can't be completed fully online. Mission College also recently dropped a (1 unit) Library research course as a graduation requirement for AA/AS as well.	3/6/2020 9:31 AM
101	I would hope that they could read and comprehend basic information, and especially write legibly. I am appalled at the writing skills of some students. I do not believe it is the fault of the college, as they should have mastered these basic skills before they get to us.	3/6/2020 9:27 AM
102	Critical thinking; ability to research	3/5/2020 1:03 PM
103	Employability skills!	3/4/2020 5:48 PM
104	Tech literacy, communication clarity (speaking and writing), empowerment to solve problems	3/4/2020 5:22 PM
105	Ability to critical think and problem solve Demonstrate ability to obtain appropriate resources for filling knowledge gaps	3/4/2020 3:24 PM
106	Analytical writing and skills leading to deeper academic conversation	3/4/2020 3:13 PM

GE Survey

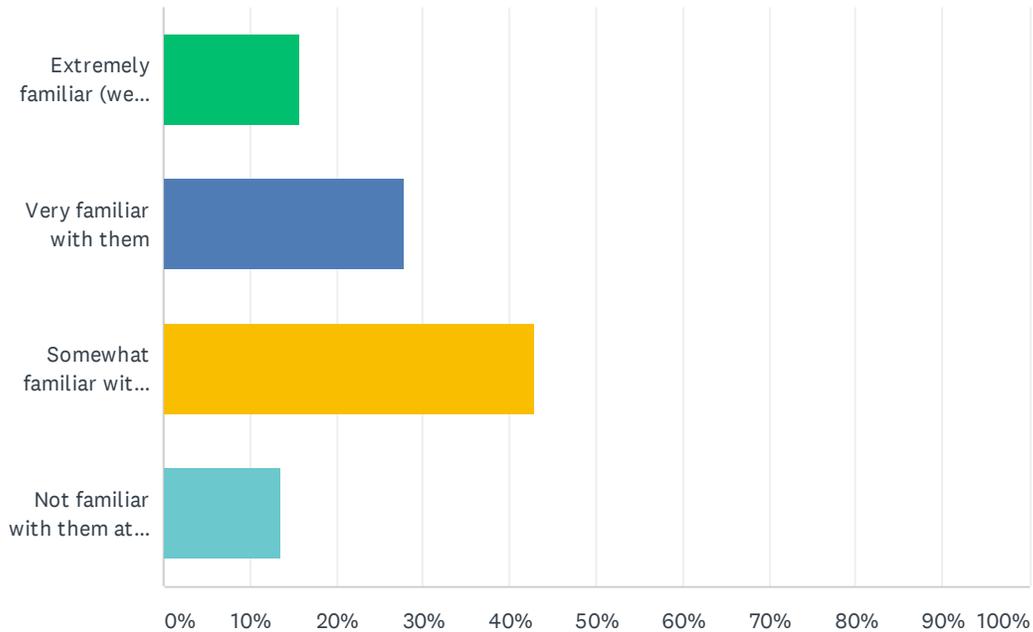
107	American Sign Language	3/3/2020 11:07 PM
108	Critical Thinking/Reading comprehension and quantitative reasoning	3/3/2020 3:47 PM
109	Researching and synthesising information Problem solving skills Analytical thinking Creativity Communication	3/3/2020 12:59 PM
110	Critical Thinking, Public Speaking, Soft Skills for employment	3/3/2020 11:43 AM
111	Students need 21st century skills. For a list, refer to https://www.naceweb.org/career-readiness/competencies/career-readiness-competencies-employer-survey-results/	3/3/2020 10:23 AM
112	Critical thinking, reading writing skills, basic math and firm knowledge of ethnic/multicultural dynamics.	3/3/2020 9:28 AM
113	The ability to write properly with well crafted paragraphs that build on each other in order to present evident, argue a position on an issue, and support a thesis. They should also be able to read information, analyze it, synthesize it in a new way, and evaluate its hidden assumptions and implications.	3/3/2020 7:06 AM
114	I like our current GE SLO's	3/3/2020 12:04 AM
115	The love for learning will take you far. School should be fun not just checking off units completed.	3/2/2020 9:12 PM
116	Reading and writing at 12th grade levels, at minimum. Fundamental computer literacy	3/2/2020 5:24 PM
117	Reading, writing, speaking, critical thinking, creative thinking, ethical thinking, information literacy, and numerical literacy.	3/2/2020 5:15 PM
118	social skills, employability skills, academic knowledge pertaining to careers and general ed information, writing skills and general math skills.	3/2/2020 4:18 PM
119	Critical thinking, value of diversity (in all of its forms: race, ethnicity, disability, economics, etc...).	3/2/2020 11:39 AM
120	Critical and Creative Thinking; Ethical Reasoning	3/2/2020 11:19 AM
121	Better soft skills and better interviewing/resume writing skills	3/2/2020 10:50 AM
122	how the scientific method works; basic "numeracy"-- how using numbers through math helps us understand the world; ability to write a logically reasoned, persuasive essay; ability to think critically; speak persuasively and clearly; understand multiple viewpoints (not just our own)	3/2/2020 10:46 AM
123	Critical Thinking, Problem Solving Process, Effective communicators,	3/2/2020 10:41 AM
124	Basic experimental design; graphing and interpreting data; understanding the nature of scientific reasoning; evaluation of the quality of references and information sources. Some exposure to measurement and precision, manipulation of numbers on a calculator (scientific notation, functions, hierarchy of operations, etc.)	3/2/2020 10:22 AM
125	1. Media Literacy 2. Reading comprehension and writing skills at the college level. 3. Basic skills for working in a collaborative environment.	3/2/2020 10:14 AM
126	Proficiency in writing, speaking and in critical thinking skills.	3/2/2020 10:13 AM
127	critical thinking	3/2/2020 9:50 AM
128	Information literacy; knowledge of the multicultural perspectives; ethical implications inherent in knowledge, decision-making and action	3/2/2020 9:26 AM
129	The ability to read and comprehend college-level material, think critically about it, discuss it intelligently, and write about it competently. The ability to understand how Government works, and what role they play in it. Mandatory community service work in conjunction with a college course.	3/2/2020 9:07 AM
130	I believe students should leave with the ability to use critical thinking skills to read and evaluate information, and to write effectively using a standardized format such as APA or MLA,	3/2/2020 9:06 AM
131	To be able to work and live within a diverse society. To be able to think critically and to identify ethical issues. To be able to read and write at a college level.	3/2/2020 8:57 AM

GE Survey

132	Critical thinkers, technology savvy, and be able to use our library resources to write a paper for any class.	3/2/2020 8:55 AM
133	Reading, writing, critical thinking and ethical decision-making, cultural AND multicultural awareness, and financial responsibility.	3/2/2020 8:48 AM
134	- An ability to engage in academic discourse - Capable of writing a cogent research essay - The ability to engage with other world views	3/2/2020 8:48 AM
135	The ability to qualify and meet requirements of attending a 4 year state school	3/2/2020 8:47 AM

Q5 How familiar are you with LMC's unique general education model that integrates five GE student learning outcomes into the Course Outline of Record (COOR) with the SLOs specific to the course discipline?

Answered: 140 Skipped: 25

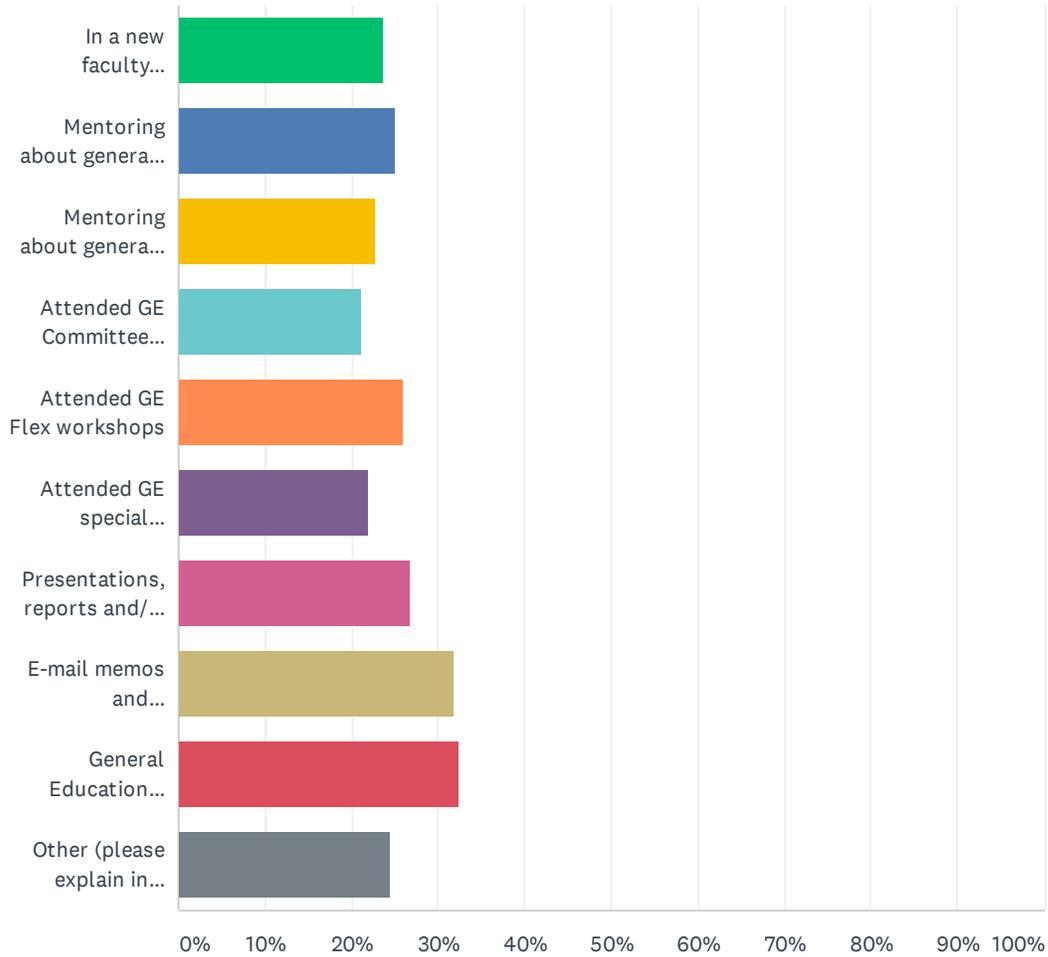


ANSWER CHOICES	RESPONSES	
Extremely familiar (well enough to list them on request)	15.71%	22
Very familiar with them	27.86%	39
Somewhat familiar with them	42.86%	60
Not familiar with them at all	13.57%	19
TOTAL		140

#	COMMENTS:	DATE
1	Our program is not in the GE model	3/31/2020 3:34 PM
2	I can only name 3 or 4 on request.	3/10/2020 10:08 AM
3	slightly familiar with the process, not the actual current ISLOs	3/7/2020 5:25 PM
4	I was on the GE committee many moons ago (even though I didn't teach GE). I felt it was important.	3/6/2020 1:14 PM
5	I can several from each category.	3/4/2020 5:51 PM
6	I memorized the five GE SLOs when they were introduced years ago. I can recite them.	3/3/2020 7:10 AM
7	I believe NUTR 055 should count as a GE.	3/2/2020 9:18 PM
8	This plan is cumbersome and often confusing.	3/2/2020 5:30 PM
9	I copy them off the course of study and incorporate into the class.	3/2/2020 4:24 PM

Q6 If you are familiar with the general education student SLOs, how have you learned about them? Please check all that apply. (If you are not familiar with them please skip to the next question.)

Answered: 123 Skipped: 42



GE Survey

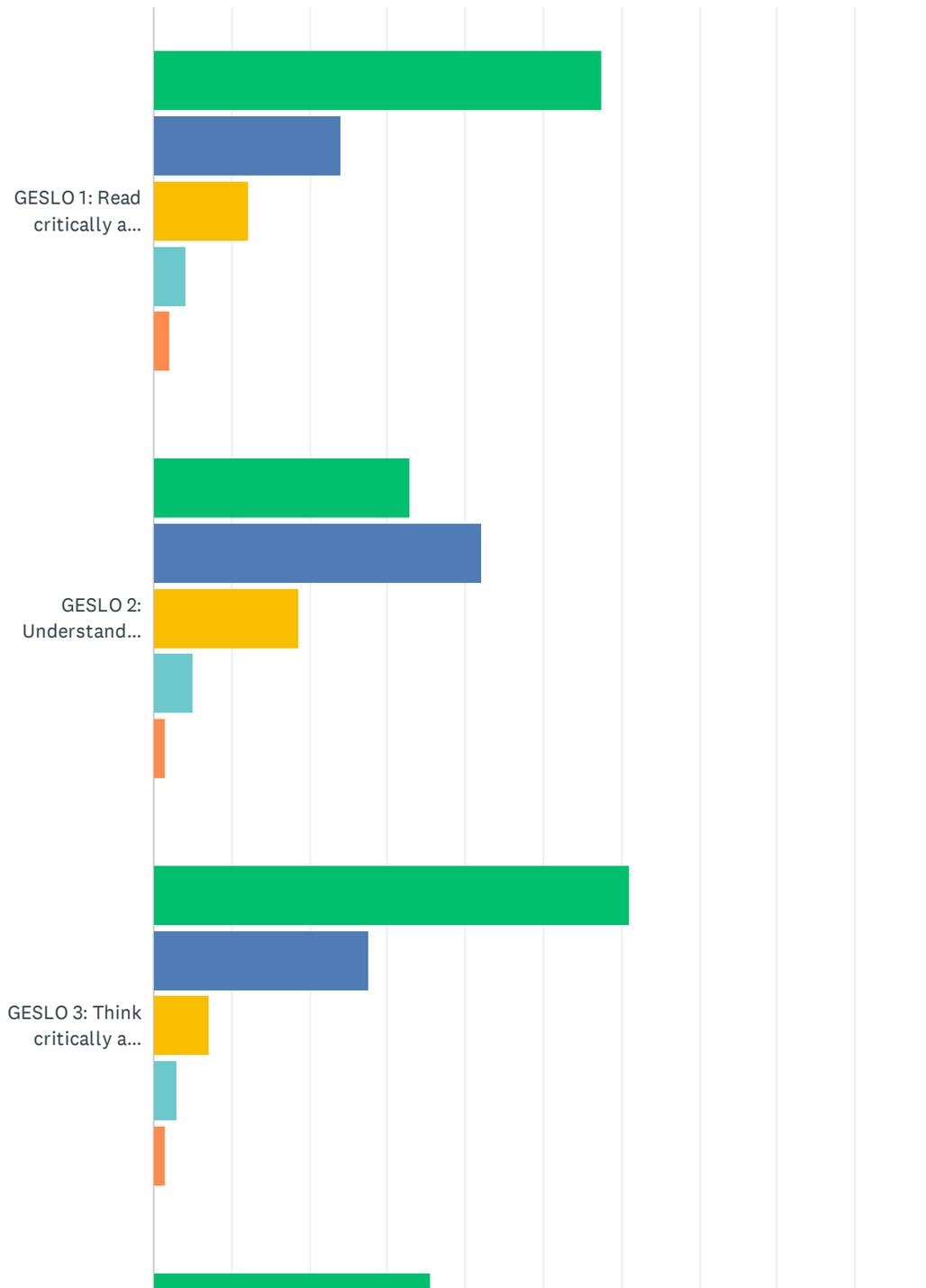
ANSWER CHOICES	RESPONSES	
In a new faculty orientation program when I was first hired (Nexus, for example)	23.58%	29
Mentoring about general education from a department chair	25.20%	31
Mentoring about general education from a GE colleague	22.76%	28
Attended GE Committee meetings	21.14%	26
Attended GE Flex workshops	26.02%	32
Attended GE special presentations	21.95%	27
Presentations, reports and/or Q&As at Academic Senate, CTE or other campus meetings	26.83%	33
E-mail memos and correspondences	31.71%	39
General Education materials on the college website	32.52%	40
Other (please explain in Comments box)	24.39%	30
Total Respondents: 123		

GE Survey

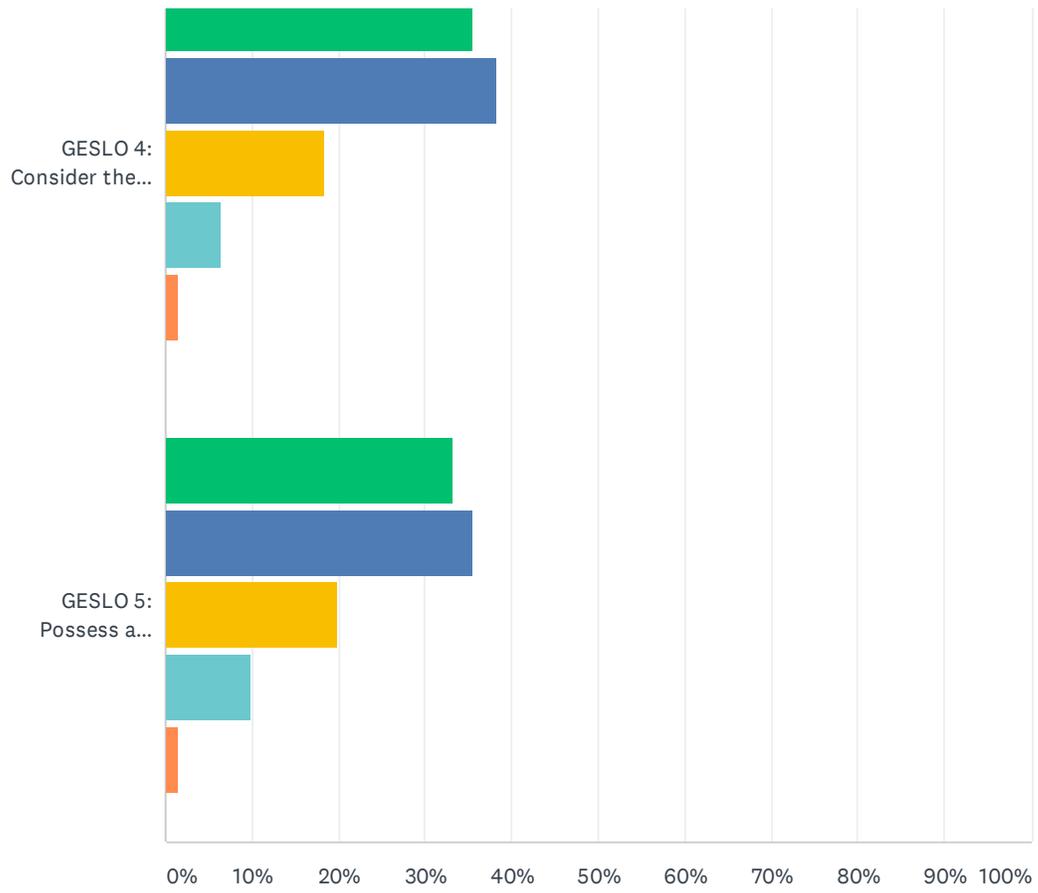
#	OTHER (PLEASE EXPLAIN IN COMMENTS BOX)	DATE
1	Shared by Full Time Faculty	4/1/2020 3:23 PM
2	Pretty self-explanatory in the GE COORS we have had to write	4/1/2020 3:18 PM
3	flex class	4/1/2020 3:10 PM
4	Evaluating COORS in my discipline - Music.	3/31/2020 12:04 PM
5	Eileen Valenzuela taught me a lot about GE	3/31/2020 11:54 AM
6	Trainings with Scott Hubbard	3/26/2020 10:15 AM
7	Discussions with colleagues	3/26/2020 9:40 AM
8	Attended various meetings and FLEX about changing GE	3/25/2020 5:46 PM
9	Only familiar with them as listed in my course COORS and when I have been a part of revising COORS.	3/25/2020 5:28 PM
10	Reading Course Outlines	3/24/2020 7:16 PM
11	I have written a few courses that are GE so really learned about the depth of those SLOs there.	3/16/2020 6:53 AM
12	As a Department Chair I must be familiar with these since our classes are part of the GE model.	3/12/2020 10:36 AM
13	Also taught for 12 years at CCC and thus I am very aware of the districts agenda.	3/11/2020 4:45 PM
14	Well, I learned the most about it by teaching GE courses.	3/10/2020 10:08 AM
15	I learned about the GE Outcomes while serving on curriculum committee	3/9/2020 12:07 PM
16	During our Fall and Spring Summit Meeting	3/9/2020 9:28 AM
17	Available from department with every course assigned.	3/9/2020 8:35 AM
18	I was on one of the GE Taskforces years ago. I also write/evaluate course outlines.	3/7/2020 6:41 PM
19	Became familiar once commissioned to write a history class.	3/6/2020 8:36 PM
20	Writing COOR for new courses.	3/6/2020 6:49 PM
21	looked them up myself	3/6/2020 3:35 PM
22	was on GE committee, chaired it too	3/6/2020 12:40 PM
23	Finding them on my own.	3/4/2020 5:51 PM
24	While new NEXUS and new hire training did discuss these, they were not directly discussed and it would be extremely helpful to have them covered in greater detail. Most of the information that I have about the GE SLO comes from discussions within the department.	3/4/2020 3:33 PM
25	Not introduced to me outside of GE committee conversation	3/4/2020 3:22 PM
26	Years ago, the GE SLO were first presented to me in an email that described how, from that point on, we would no longer be allowed to teach our traditional content in the normal way; but, we would be required to infuse the GE SLOs into our teaching. One teacher in biology was so opposed to this change that she quit teaching.	3/3/2020 7:10 AM
27	Good training with Kelly Green and Scott Hubbard.	3/2/2020 4:24 PM
28	Also, I have learned about GE SLO's in dept. and general meetings.	3/2/2020 10:17 AM
29	Teaching GE Courses	3/2/2020 9:04 AM
30	As Department Chair, I have conducted numerous orientations to GE for new f/t and adjunct hires.	3/2/2020 8:53 AM

Q7 From a pedagogical perspective, please rate each of the following SLOs in terms of how easy or difficult it is to integrate with your GE course content. If you have never taught GE courses, please respond based on how easy or how difficult it would be to integrate them into your current courses. You may elaborate in the comment box for each individual GESLO.

Answered: 141 Skipped: 24



GE Survey



Easy to integrate Takes a little work to integrate
Takes a lot of work to integrate Very challenging to integrate (no label)

GE Survey

	EASY TO INTEGRATE	TAKES A LITTLE WORK TO INTEGRATE	TAKES A LOT OF WORK TO INTEGRATE	VERY CHALLENGING TO INTEGRATE	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
GESLO 1: Read critically and communicate effectively as a writer and speaker.	57.45% 81	24.11% 34	12.06% 17	4.26% 6	2.13% 3	141	1.70
GESLO 2: Understand connections among disciplines and apply interdisciplinary approaches to problem solving.	32.86% 46	42.14% 59	18.57% 26	5.00% 7	1.43% 2	140	2.00
GESLO 3: Think critically and creatively.	60.99% 86	27.66% 39	7.09% 10	2.84% 4	1.42% 2	141	1.56
GESLO 4: Consider the ethical implications inherent in knowledge, decision-making and action.	35.46% 50	38.30% 54	18.44% 26	6.38% 9	1.42% 2	141	2.00
GESLO 5: Possess a worldview informed by diverse social, multicultural and global perspectives.	33.33% 47	35.46% 50	19.86% 28	9.93% 14	1.42% 2	141	2.11

#	COMMENTS FOR "GESLO 1: READ CRITICALLY AND COMMUNICATE EFFECTIVELY AS A WRITER AND SPEAKER."	DATE
1	The speaking portion was hard to integrate into my courses.	4/1/2020 4:23 PM
2	I'm a librarian. We teach this every day.	3/31/2020 10:53 PM
3	Should apply to every course	3/26/2020 9:40 AM
4	Assign reading and writing assignments.	3/12/2020 11:41 AM
5	I think many courses are built on this pedagogical backbone.	3/11/2020 5:43 PM
6	I assess writing regularly in the language and rationality courses I teach, but I do not assess speaking. The courses I teach have a lot of content that has to meet C-ID articulation and I cannot always incorporate student presentations. Shifting to the 16 week calendar has reduced my ability to have student presentations in class.	3/9/2020 12:07 PM
7	If speaking critically were removed perhaps this could be changes to little work or easy.	3/8/2020 7:06 PM
8	The speaking part	3/6/2020 1:14 PM
9	No time to do oral presentations to assess speaking skills. No time to coordinate, collect, evaluate student videos either	3/3/2020 12:12 AM

GE Survey

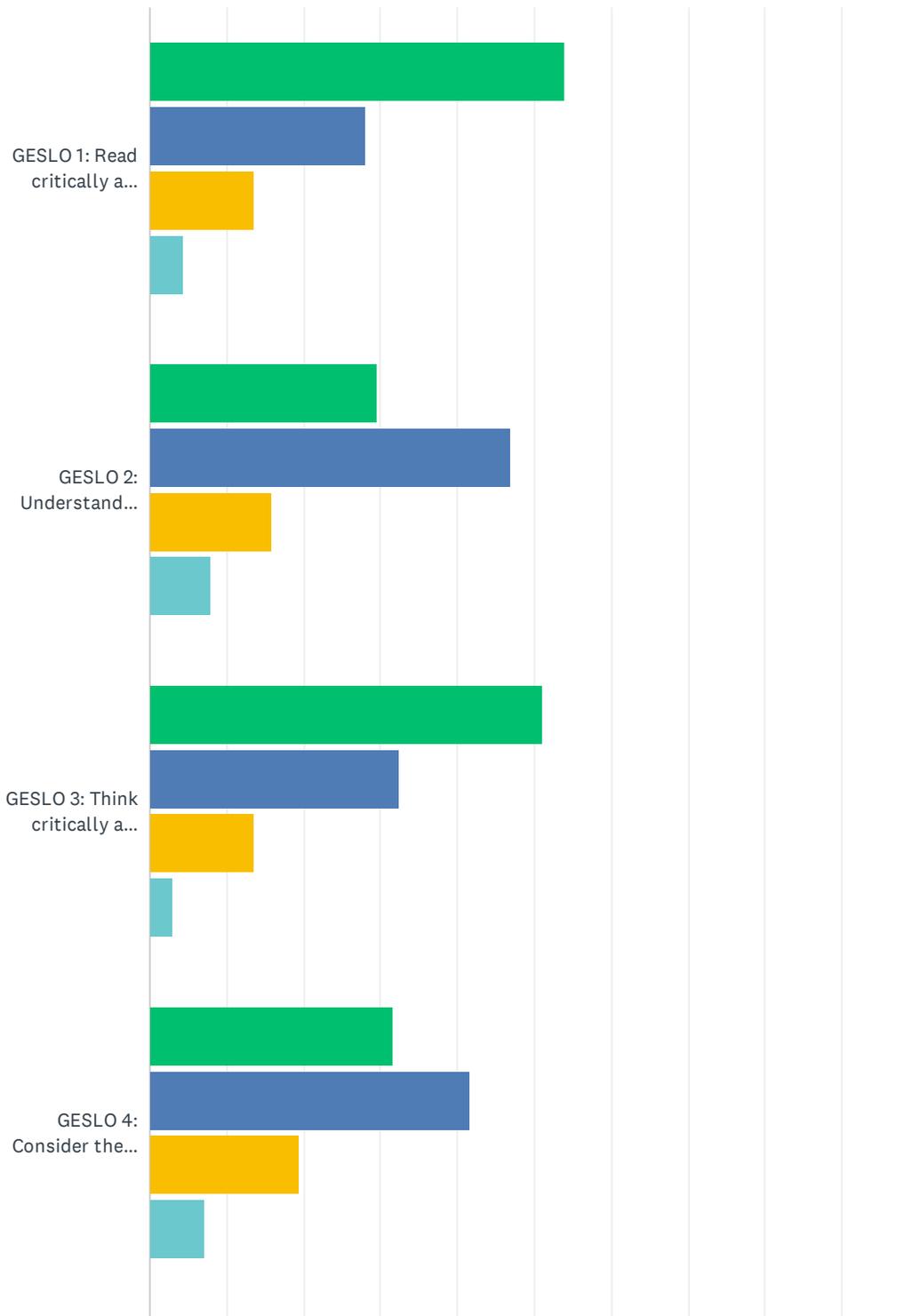
#	COMMENTS FOR "GESLO 2: UNDERSTAND CONNECTIONS AMONG DISCIPLINES AND APPLY INTERDISCIPLINARY APPROACHES TO PROBLEM SOLVING."	DATE
1	I'm a librarian. This comes up at the reference desk when it is part of the research assignment assigned by a GE faculty.	3/31/2020 10:53 PM
2	I incorporate psychology and sociology into almost all my classes.	3/12/2020 11:41 AM
3	This differs across disciplines. For my discipline, this is not typically incorporated but can be (Counseling)	3/11/2020 5:43 PM
4	Math courses incorporate applications from many disciplines and embed problem solving.	3/9/2020 12:07 PM
5	It depends on how broad of disciplines.	3/6/2020 1:23 PM
6	we should eliminate it	3/6/2020 12:40 PM
7	Need time to develop and give a useful assessment tool	3/3/2020 12:12 AM
#	COMMENTS FOR "GESLO 3: THINK CRITICALLY AND CREATIVELY."	DATE
1	I'm a librarian. We teach this every day.	3/31/2020 10:53 PM
2	Doing problem solving my students already need to use critical thinking and creativity	3/25/2020 7:26 PM
3	.	3/12/2020 10:36 AM
4	The definition of "think creatively" is unclear. Creative by definition implies producing something novel, that would be difficult in an introductory level college math course that meets C-ID requirements and is taught in 16 weeks.	3/9/2020 12:07 PM
5	If the and were to be changes to an or this could be changed to easy.	3/8/2020 7:06 PM
6	already do it in my course homework, quizzes, exams	3/3/2020 12:12 AM
#	COMMENTS FOR "GESLO 4: CONSIDER THE ETHICAL IMPLICATIONS INHERENT IN KNOWLEDGE, DECISION-MAKING AND ACTION."	DATE
1	I'm a librarian. We teach this every day.	3/31/2020 10:53 PM
2	My students already get this type of instruction related to their studies.	3/25/2020 7:26 PM
3	It's more about writing to this specific wording.	3/12/2020 10:36 AM
4	I personally have not focused a lot on this in my GE courses, but would like to explore this more.	3/11/2020 5:43 PM
5	The definition of "ethics" here is unclear. The dictionary definition of ethics is moral principles that govern a person's behavior. Morals are not strictly discussed in statistics or other math courses per se. If the GE committee changes the language here to use a more broad term that incorporates bias and analytical thinking, this CSLO could be incorporated.	3/9/2020 12:07 PM
6	This could be done somewhat easily but would require removing content currently listed in the COOR	3/6/2020 1:23 PM
7	Need to substitute course content to provide class time for this. Need time to develop and give a useful assessment tool	3/3/2020 12:12 AM

GE Survey

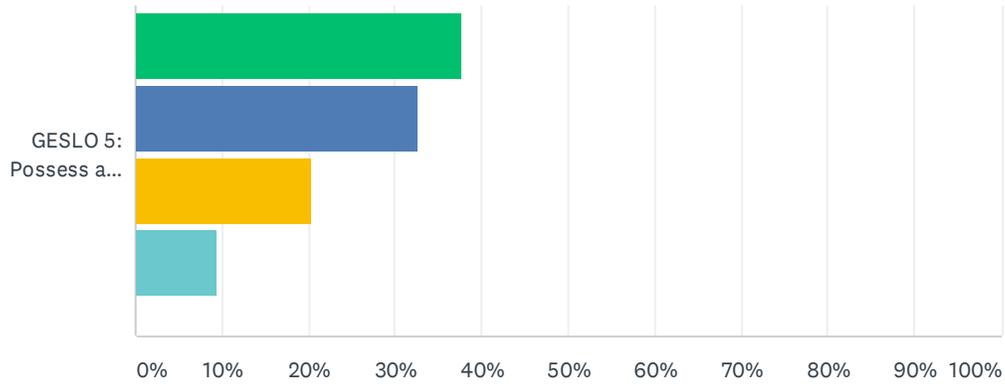
#	COMMENTS FOR "GESLO 5: POSSESS A WORLDVIEW INFORMED BY DIVERSE SOCIAL, MULTICULTURAL AND GLOBAL PERSPECTIVES."	DATE
1	Human cultural diversity is not directly relevant to scientific principles.	4/1/2020 4:23 PM
2	I'm a librarian. We teach this every day.	3/31/2020 10:53 PM
3	Some of these things are already included in our program but more could be added to get more global perspective.	3/25/2020 7:26 PM
4	Responding to this thinking about all the courses we offer. I think my responses in this section can be applied in a lot of courses but there may be areas like math and sciences that will take a great deal of work to integrate all 5 of these SLOs.	3/25/2020 5:46 PM
5	This is an area I would definitely like to explore this more. I do incorporate this in my courses and would like to explore more strategies to improve this learning with all students.	3/11/2020 5:43 PM
6	Unfortunately, math and science textbooks overwhelmingly privilege white, male European scientific discoveries. There exists very little documentation of alternate discoveries of mathematics and scientific principles outside of Europe. While I am able to bring in a few discrete examples, such as the discovery of the Pythagorean Theorem in northeast Africa and the use of base 2, 5 and 10 systems throughout Africa, there is not enough academic research about non-European mathematics for me to teach to the C-ID content and include global perspectives in a significant way so as to assess students.	3/9/2020 12:07 PM
7	We have chosen to address this at the department/program level.	3/8/2020 7:06 PM
8	This could be done somewhat easily but would require removing content currently listed in the COOR	3/6/2020 1:23 PM
9	Need to substitute course content to provide class time for this. Need time to develop and give a useful assessment tool	3/3/2020 12:12 AM

Q8 Because all GE SLOs must be assessed at least once every five years in our assessment model, please indicate how easy or challenging it is to create assignments and grade for this purpose. If you have never taught GE courses, please answer this questions based on your current courses. You may elaborate in the comment box for each individual GESLO.

Answered: 139 Skipped: 26



GE Survey



- Easy to create assignments and grade for GE assessment
- Takes a little work to create assignments and grade for GE assessment
- Takes a lot of work to create assignments and grade for GE assessment
- Very challenging to create assignments and grade for GE assessment

	EASY TO CREATE ASSIGNMENTS AND GRADE FOR GE ASSESSMENT	TAKES A LITTLE WORK TO CREATE ASSIGNMENTS AND GRADE FOR GE ASSESSMENT	TAKES A LOT OF WORK TO CREATE ASSIGNMENTS AND GRADE FOR GE ASSESSMENT	VERY CHALLENGING TO CREATE ASSIGNMENTS AND GRADE FOR GE ASSESSMENT	TOTAL	WEIGHTED AVERAGE
GESLO 1: Read critically and communicate effectively as a writer and speaker.	53.96% 75	28.06% 39	13.67% 19	4.32% 6	139	1.68
GESLO 2: Understand connections among disciplines and apply interdisciplinary approaches to problem solving.	29.50% 41	46.76% 65	15.83% 22	7.91% 11	139	2.02
GESLO 3: Think critically and creatively.	51.08% 71	32.37% 45	13.67% 19	2.88% 4	139	1.68
GESLO 4: Consider the ethical implications inherent in knowledge, decision-making and action.	31.65% 44	41.73% 58	19.42% 27	7.19% 10	139	2.02
GESLO 5: Possess a worldview informed by diverse social, multicultural and global perspectives.	37.68% 52	32.61% 45	20.29% 28	9.42% 13	138	2.01

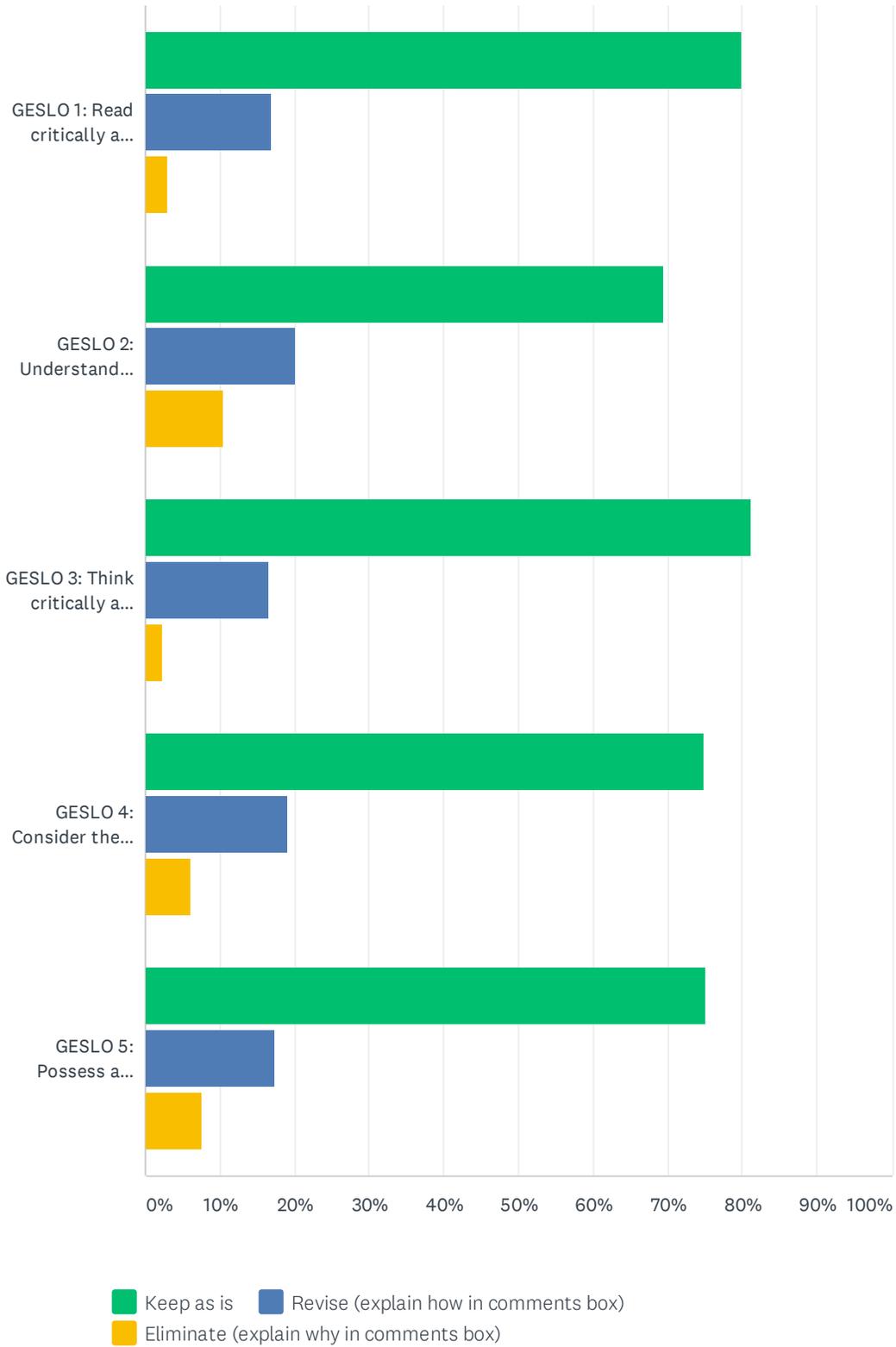
GE Survey

#	COMMENTS FOR "GESLO 1: READ CRITICALLY AND COMMUNICATE EFFECTIVELY AS A WRITER AND SPEAKER."	DATE
1	I'm not teaching any courses.	3/31/2020 10:53 PM
2	For many of my students, English is a second language. I am not sure how expand on what we already do and not effect student success.	3/25/2020 7:26 PM
3	I am not an English major so reading students work to "assess" their ability to be effective writers/communicators is sometimes a bit much...	3/6/2020 3:35 PM
4	The speaking part	3/6/2020 1:14 PM
5	Easy to create written assignments. Harder to create speaking assessments.	3/2/2020 9:20 AM
6	Without prerequisite courses it's difficult to set a bar that the student is expected to meet, given that they may never have been exposed to the kind of assignments that ask this of them.	3/2/2020 8:53 AM
#	COMMENTS FOR "GESLO 2: UNDERSTAND CONNECTIONS AMONG DISCIPLINES AND APPLY INTERDISCIPLINARY APPROACHES TO PROBLEM SOLVING."	DATE
1	I'm not teaching any courses.	3/31/2020 10:53 PM
2	Not sure what would fit with our program	3/25/2020 7:26 PM
3	haven't done this in my previous classes, but should be easy to incorporate with statistics	3/8/2020 2:08 PM
4	I can "understand connections", application of interdisciplinary approaches to.... a bit more challenging...	3/6/2020 3:35 PM
5	Easy to incorporate other disciplines, but I'm not sure how to assess this.	3/2/2020 9:20 AM
#	COMMENTS FOR "GESLO 3: THINK CRITICALLY AND CREATIVELY."	DATE
1	I'm not teaching any courses.	3/31/2020 10:53 PM
2	Students already do this with problem solving	3/25/2020 7:26 PM
3	The creatively part is the biggest challenge. What's creative for one person is not always creative for another.	3/12/2020 10:36 AM
4	the creative part is a little harder and takes more effort, but should be easy to do with planning.	3/8/2020 2:08 PM
#	COMMENTS FOR "GESLO 4: CONSIDER THE ETHICAL IMPLICATIONS INHERENT IN KNOWLEDGE, DECISION-MAKING AND ACTION."	DATE
1	I'm not teaching any courses.	3/31/2020 10:53 PM
2	Students already do this	3/25/2020 7:26 PM
3	This is by far the hardest. Especially since our classes don't have a section on teaching ethics.	3/12/2020 10:36 AM
4	This is an important aspect of statistics.	3/8/2020 2:08 PM
5	In elementary foreign language classes, we are pressured to cover a lot of material, so doing activities for these GESLOs is an extra task that takes a bit of time.	3/5/2020 1:13 PM
#	COMMENTS FOR "GESLO 5: POSSESS A WORLDVIEW INFORMED BY DIVERSE SOCIAL, MULTICULTURAL AND GLOBAL PERSPECTIVES. "	DATE
1	I'm not teaching any courses.	3/31/2020 10:53 PM
2	this is more challenging in a math/statistics field. I think I would be interested in attending a flex regarding how this could be done.	3/8/2020 2:08 PM
3	This happens in other classes...it doesn't need to be a "requirement". Sociology/English/History/Science...ALL focus on this	3/6/2020 3:35 PM
4	This is almost impossible to assess in some disciplines	3/4/2020 3:33 PM
5	This depends on the level at which the text deals with more global perspectives.	3/2/2020 9:20 AM

Q9 If you were revising the GE student learning outcomes, what would you change? Please indicate which you would keep as is, which you would eliminate, which you would revise. Include in the comments boxes what SLOs, if any, you would add, and how and why you would make the changes you indicated.

Answered: 137 Skipped: 28

GE Survey



GE Survey

	KEEP AS IS	REVISE (EXPLAIN HOW IN COMMENTS BOX)	ELIMINATE (EXPLAIN WHY IN COMMENTS BOX)	TOTAL	WEIGHTED AVERAGE
GESLO 1: Read critically and communicate effectively as a writer and speaker.	80.00% 108	17.04% 23	2.96% 4	135	1.23
GESLO 2: Understand connections among disciplines and apply interdisciplinary approaches to problem solving.	69.40% 93	20.15% 27	10.45% 14	134	1.41
GESLO 3: Think critically and creatively.	81.20% 108	16.54% 22	2.26% 3	133	1.21
GESLO 4: Consider the ethical implications inherent in knowledge, decision-making and action.	75.00% 99	18.94% 25	6.06% 8	132	1.31
GESLO 5: Possess a worldview informed by diverse social, multicultural and global perspectives.	75.19% 100	17.29% 23	7.52% 10	133	1.32

GE Survey

#	COMMENTS FOR "GESLO 1: READ CRITICALLY AND COMMUNICATE EFFECTIVELY AS A WRITER AND SPEAKER."	DATE
1	I would separate the reading/writing component from the speaking component. These are actually different forms of communication that utilize different centers of the human brain. Allow GE teachers to assess one communication form without requiring that they assess both.	4/1/2020 4:23 PM
2	All three of these are needed in our everyday lives.	4/1/2020 3:33 PM
3	The speaking part is difficult for online classes and I am not so sure it is needed at all	4/1/2020 10:32 AM
4	More Social Justice perspectives needs to be infused in all curriculum, GE Models and SLO'S.	3/31/2020 12:04 PM
5	The "read critically" portion should be separate and perhaps combined with another existing GESLO	3/31/2020 11:07 AM
6	Course work on writing and formatting papers	3/31/2020 10:44 AM
7	Do not accept slang as acceptable intellectual communication categories unless using it as an example of effective and critical topic component	3/26/2020 9:40 AM
8	I feel this could be a challenge for students for whom English is not their primary language.	3/25/2020 7:26 PM
9	Communicate effectively as a write and speaker.	3/12/2020 10:36 AM
10	The students need to read more about other countries and cultures an not just be lectured on them.	3/11/2020 4:45 PM
11	This is unrelated to my course content. It is not a speech class. The students should be able to read by now.	3/10/2020 10:08 AM
12	Adjust the outcome to say "as a writer and/or speaker".	3/9/2020 12:07 PM
13	I don't think the GESLOs need to be changed. Just how we address each one.	3/8/2020 7:06 PM
14	separate the reading and communicating....some students can read but get very anxious in oral, or they do not engage in oral communication, or resort to slang.	3/7/2020 5:25 PM
15	This is too much for one SLO	3/6/2020 1:23 PM
16	I'd get rid of the "speaking" part. I don't think communicating orally should be a general required skill that is ASSESSED.	3/6/2020 1:14 PM
17	maybe separate speaking from the other two	3/6/2020 12:40 PM
18	It is time for LMC to give up its nostalgia for being "special" and use the GE structure most colleges and universities.	3/5/2020 2:26 PM
19	Two objectives in one	3/4/2020 5:27 PM
20	Eliminate speaking portion	3/3/2020 3:52 PM
21	How does one uniformly apply this across disciplines?	3/2/2020 5:30 PM
22	Break out speaking as a seperate SLO	3/2/2020 11:22 AM
23	The ability to read and comprehend college-level material, think critically about it, discuss it intelligently, and write about it competently.	3/2/2020 9:10 AM
24	This should have or instead of and	3/2/2020 9:04 AM

GE Survey

#	COMMENTS FOR "GESLO 2: UNDERSTAND CONNECTIONS AMONG DISCIPLINES AND APPLY INTERDISCIPLINARY APPROACHES TO PROBLEM SOLVING."	DATE
1	I like this one. Every academic discipline integrates knowledge from other fields and students should be encouraged to see these connections so they can see unifying principles in a GE curriculum.	4/1/2020 4:23 PM
2	My content is somewhat interdisciplinary, but I find this one hard to assess and wonder if it is really a learning outcome.	4/1/2020 3:33 PM
3	feels a little one size fits all to assume that disciplines necessarily connect in every case	4/1/2020 3:18 PM
4	This is the result of being a broadly educated person. It is important. Consider replacing it with life skills: information literacy, computer skills/digital literacy, health, and personal finance.	3/31/2020 10:53 PM
5	Intersect more courses where two or more discipline faculty can teach together. Music, Art, Math, Computer (Demonstrate the intersectional relationship of each of the subjects to one another). This would promote Social Equity!	3/31/2020 12:04 PM
6	This is "baked into" good, engaging teaching	3/31/2020 11:07 AM
7	Help me better understand how to do this in my course	3/31/2020 10:44 AM
8	I love this one, but it can't be effectively implemented unless we change the way we teach.	3/26/2020 10:52 AM
9	Will students understand disciplines or could it be stated issues or perspectives?	3/26/2020 10:15 AM
10	This is a skill that it is critical for particular degrees and professional success	3/26/2020 9:40 AM
11	Although I find this to be enormously important, I wonder if it needs to be an SLO?	3/16/2020 6:53 AM
12	Understand connections among disciplines and be able to identify interdisciplinary approaches as appropriate to course content.	3/12/2020 10:36 AM
13	I don't totally love this one. I feel there can be overlap between this and GESLO 3 with thinking critically and creatively. Maybe combine the two in some way?	3/11/2020 5:43 PM
14	Connects are frequently found via comparisons of different cultures.	3/11/2020 4:45 PM
15	I can do this, but it is of little relevance to the main ideas of my courses.	3/10/2020 10:08 AM
16	very difficult to assess.....	3/7/2020 5:25 PM
17	Something about the way this is worded, I'm not fully sure what it even means. It's too vague.	3/6/2020 8:36 PM
18	Acknowledge that this doesn't apply easily to all disciplines	3/6/2020 7:46 PM
19	This is very wordy	3/6/2020 1:23 PM
20	replace this with information literacy.	3/6/2020 12:43 PM
21	doesn't work as an outcome (but it's okay as a characteristic)	3/6/2020 12:40 PM
22	It is time for LMC to give up its nostalgia for being "special" and use the GE structure most colleges and universities.	3/5/2020 2:26 PM
23	This is a two-tiered objective - do we care more about the understanding or application?	3/4/2020 5:27 PM
24	Could be integrated in other GESLOs	3/3/2020 11:46 AM
25	Almost impossible to assess.	3/2/2020 5:30 PM
26	This is important, but hard to evaluate.	3/2/2020 5:21 PM
27	Include more workability skills and employability skills.	3/2/2020 4:24 PM
28	This a method of the class not an outcome of the student.	3/2/2020 11:22 AM
29	add: "to the extent that is natural and effective within the scope of the course subject matter."	3/2/2020 10:51 AM
30	I think it might be easier for instructors to focus on INTRAdisciplinary vs interdisciplinary connections, which require more effort.	3/2/2020 8:53 AM

GE Survey

#	COMMENTS FOR "GESLO 3: THINK CRITICALLY AND CREATIVELY."	DATE
1	I feel like these are and can be better included in the others.	4/2/2020 11:04 AM
2	Critical and creative thinking is involved in the other SLOs	4/1/2020 3:19 PM
3	Be more specific on creativity	3/31/2020 9:17 PM
4	Intersect more courses where two or more discipline faculty can teach together. Music, Art, Math, Computer (Demonstrate the intersectional relationship of each of the subjects to one another). This would promote Social Equity!	3/31/2020 12:04 PM
5	The "read critically" portion seems to belong here.	3/31/2020 11:07 AM
6	Can creatively be truly measured?	3/26/2020 10:15 AM
7	More rigor	3/26/2020 9:40 AM
8	This is very open-ended and I am not sure creativity can be measured or evaluated (nor should be).	3/24/2020 7:16 PM
9	Again, does this one *need* to be an SLO? Are people not teaching critical thinking already?	3/16/2020 6:53 AM
10	Needs more clarification.	3/12/2020 11:41 AM
11	Read and think critically. I would eliminate the creatively part. If you're thinking critically you're already being creative in your thought process.	3/12/2020 10:36 AM
12	See comment for GESLO 2	3/11/2020 5:43 PM
13	More exposure to the outside world.	3/11/2020 4:45 PM
14	We do this. It's what college should do.	3/10/2020 10:08 AM
15	Chose a more appropriate term than "creatively" to convey academic thinking. Maybe you mean "Think critically and constructively."	3/9/2020 12:07 PM
16	this is kind of general, maybe too vague. could be more specific.	3/8/2020 2:08 PM
17	Not sure why "creatively" is there...they can be critical and analytical, more logical than creative	3/7/2020 5:25 PM
18	This one always seems vague. If that is the intent to allow for flexibility, that's commendable. However, I'd like a more specific sub-list. Such as: Think critically and creatively about _____ (humanitarian/social/political/economic/environmental issues)	3/6/2020 6:49 PM
19	These are distinct skills and difficult to assess as one SLO	3/6/2020 1:23 PM
20	It is time for LMC to give up its nostalgia for being "special" and use the GE structure most colleges and universities.	3/5/2020 2:26 PM
21	Many SLO enthusiasts question the capacity to actually measure this. I tend to agree that it's hard to measure someone's thinking.	3/4/2020 5:27 PM
22	and help develop more community service learning actions..	3/2/2020 4:24 PM
23	Clarify this goal, what it means to assess critical and creative thinking.	3/2/2020 9:20 AM
24	Incorporate into #1 as above	3/2/2020 9:10 AM

GE Survey

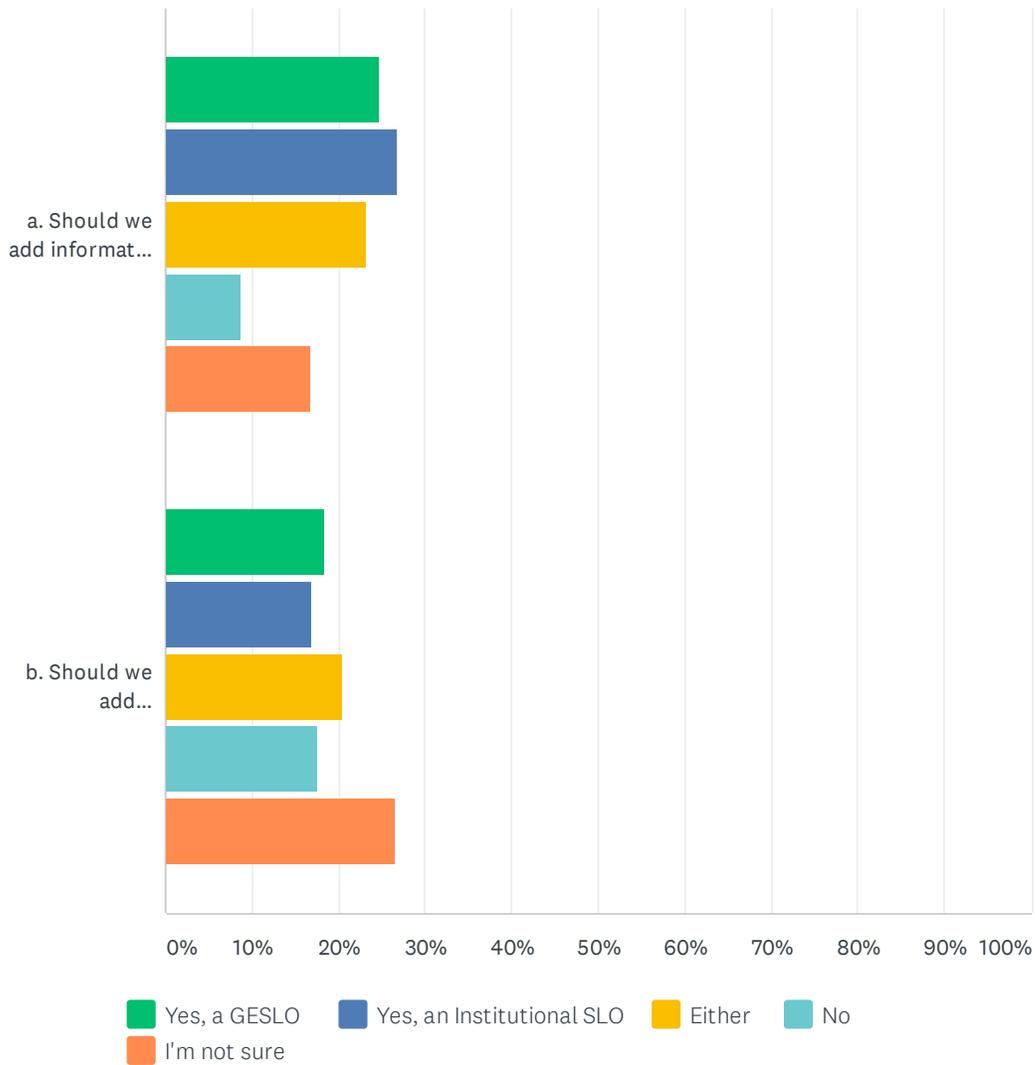
#	COMMENTS FOR "GESLO 4: CONSIDER THE ETHICAL IMPLICATIONS INHERENT IN KNOWLEDGE, DECISION-MAKING AND ACTION."	DATE
1	too challenging to integrate as stands. "Consider the topic of ethics and how it applies to knowledge decision making, and action	4/2/2020 10:20 AM
2	Explain and be more specific	3/31/2020 9:17 PM
3	Much work is still needed when it comes to these ethical issues. We need to be more proactive on any ethical implications and truly understand it.	3/31/2020 11:49 AM
4	Difficult to address in some math classes. Works well for Statistics (Math 110).	3/31/2020 11:20 AM
5	I don't think the standard is effectively upheld	3/26/2020 9:40 AM
6	Ethical implications opens up a much wider conversation about which belief system you are standing on when you make ethical decisions.	3/24/2020 7:16 PM
7	Needs further clarification and specification.	3/12/2020 11:41 AM
8	What does it mean to "consider?" How do you assess that? Especially if you are not a Phil. class.	3/12/2020 10:36 AM
9	In general the students are very sheltered and need to read more - not just look at their cell phones.	3/11/2020 4:45 PM
10	This is not the purpose of my courses. It wastes class time.	3/10/2020 10:08 AM
11	Choose a more encompassing term than "ethics" if you don't want to restrict GE courses to arts and humanities.	3/9/2020 12:07 PM
12	I like this GESLO. I think it is very important in our world today.	3/8/2020 2:08 PM
13	Clarify "ethical implications"	3/7/2020 8:42 PM
14	This reads well as it relates to the decision making	3/7/2020 5:25 PM
15	Acknowledge that this doesn't apply easily to all disciplines	3/6/2020 7:46 PM
16	"Ethical implication inherent in knowledge" has always sounded convoluted to me. Does this mean the "burden" that comes with knowledge and the expectations others will have of them upon completion?	3/6/2020 6:49 PM
17	This is very wordy	3/6/2020 1:23 PM
18	awkward wording	3/6/2020 12:40 PM
19	It is time for LMC to give up its nostalgia for being "special" and use the GE structure most colleges and universities.	3/5/2020 2:26 PM
20	Not sure what is meant by this.. distinguish fake news from authenticity, for ex?	3/5/2020 1:13 PM
21	Make it a recommendation not mandatory	3/3/2020 3:52 PM
22	Could be integrated in other GESLOS	3/3/2020 11:46 AM
23	Include some piece on how to fact-check and distinguish what is "real" news and what is "fake" news.	3/3/2020 10:29 AM
24	See #1	3/2/2020 5:30 PM
25	add "to the extent that is natural and effective within the scope of the course subject matter."	3/2/2020 10:51 AM

GE Survey

#	COMMENTS FOR "GESLO 5: POSSESS A WORLDVIEW INFORMED BY DIVERSE SOCIAL, MULTICULTURAL AND GLOBAL PERSPECTIVES."	DATE
1	I think diversity should be expanded to include the diversity of life on Earth (i.e. species diversity), not just human ethnic or cultural diversity.	4/1/2020 4:23 PM
2	it sounds unclear to me.	4/1/2020 3:23 PM
3	Explain and be more specific	3/31/2020 9:17 PM
4	More inclusion in our social and diverse construct to really be demonstrating inclusivity. Books we use and a focus on equity across all disciplines.	3/31/2020 11:49 AM
5	Difficult to address in Math.	3/31/2020 11:20 AM
6	We can't guarantee (even assess whether) students will "possess" this kind of worldview. The best we can hope for is to expose them to multiple perspectives	3/31/2020 11:07 AM
7	Difficult to implement in certain disciplines.	3/26/2020 10:52 AM
8	Professors must be taught how to do this and held accountable for the result	3/26/2020 9:40 AM
9	I think all the SLOs are important but requiring that all 5 be addressed in the course may prove difficult to do for all courses interested in being part of GE.	3/25/2020 5:46 PM
10	"Articulate a worldview informed by diverse social, multicultural and global perspectives." I don't think we can ensure that students possess a worldview.	3/12/2020 10:36 AM
11	Maybe we should set an international requirement - each student must study abroad for 1 semester!	3/11/2020 4:45 PM
12	Irrelevant to my courses. The whole idea of some faculty voting to force me to teach things that are unrelated to me class is repugnant to me.	3/10/2020 10:08 AM
13	Leave as-is but don't expect all courses to be able to teach to this outcome. Diverse views are an important part of a general education, but difficult to incorporate in science and math courses where faculty have to meet C-ID requirements and articulation requirements..	3/9/2020 12:07 PM
14	I think having and understanding multiple perspectives is important. I do think as a fairly new math person. Having a flex or discussion about incorporating this into math/statistics would be great.	3/8/2020 2:08 PM
15	I don't know if this is really necessary considering it is only at the two-year college level education. Most of my students can barely read simple directions let alone possess world views informed by multi-cultural perspectives.	3/6/2020 8:36 PM
16	I think "possess a worldview" is not really a measurable outcome--it should have language like: Demonstrate critical inquiry informed by diverse...or...Employ diverse perspectives in....something like that.	3/6/2020 7:52 PM
17	we live in a world of diverse perspective....not certain it needs to be a "requirement" at this point. see above comments	3/6/2020 3:35 PM
18	This is very wordy	3/6/2020 1:23 PM
19	Possess ainformed by..... multicultural and/OR global... (<	3/6/2020 1:14 PM
20	It is time for LMC to give up its nostalgia for being "special" and use the GE structure most colleges and universities.	3/5/2020 2:26 PM
21	Need to explain what diverse and global perspective is so as to include more disciplines that would not be able to assess this based on wording. Wording needs to be broader in nature to include more than the implicit diversity of ethnicity, religion, gender; to look at whole ecosystem (environment) within the diverse world view	3/4/2020 3:33 PM
22	Requires that professor has prioritized this learning while earning their graduate level degree. This should be intentionally sought out.	3/4/2020 3:22 PM
23	Recommendation For courses not mandatory	3/3/2020 3:52 PM
24	Certain courses at LMC should use this SLO, but not all (for example, it may not fit well in all STEM subjects).	3/2/2020 10:51 AM

Q10 Accreditation now mandates six competencies and learning outcomes, some of which but not all overlap with LMC’s GE learning outcomes: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, diverse perspectives.

Answered: 138 Skipped: 27



	YES, A GESLO	YES, AN INSTITUTIONAL SLO	EITHER	NO	I'M NOT SURE	TOTAL	WEIGHTED AVERAGE
a. Should we add information literacy as a new GE SLO, or perhaps an institution-level SLO?	24.64% 34	26.81% 37	23.19% 32	8.70% 12	16.67% 23	138	2.66
b. Should we add quantitative reasoning as a new GE SLO, or perhaps as an institution-level SLO?	18.38% 25	16.91% 23	20.59% 28	17.65% 24	26.47% 36	136	3.17

GE Survey

#	COMMENTS:	DATE
1	Regarding a. above. What ever "Information Literacy" means? In other words, turn out non-stupid students who can actually critically think for themselves. That is the definition of "educated" after all. Regarding b. above. You mean 2 plus 2 equals 4? Teach logical syllogisms and linear logic.	3/31/2020 11:05 AM
2	Not all courses are GE and these are important concepts for all students	3/25/2020 7:26 PM
3	Would Math fall under here?	3/25/2020 5:46 PM
4	I feel strongly about not requiring a quantitative reasoning GESLO or ISLO. Unless we want to make it a Pre-Req that all students in a GE class have already taken Stats.	3/12/2020 10:36 AM
5	a. I am a proponent of embedding this skill set for information literacy within existing GE courses and not to create a new GE area so students do not need to take additional courses. Also another perspective could be that Information literacy can be combined with reading critically and thinking critically? b. quantitative reasoning is captured in all GE patterns already as an area to fulfill. I'm not sure if QR should be incorporated across different areas, I believe this would be fairly challenging.	3/11/2020 5:43 PM
6	Lack of world knowledge is a tremendous weakness. Reading books, seeing movies, and hearing debates on areas of international concern would be a great improvement.	3/11/2020 4:45 PM
7	This is going from bad to worse. Why would an English class teach quantitative reasoning?	3/10/2020 10:08 AM
8	Quantitative reasoning would need some professional development for integration into all GE programs/courses.	3/9/2020 1:58 PM
9	I think this are both important to have. I would tie a: into our GESLO 1 B: I guess needs a new GE SLO?	3/8/2020 2:08 PM
10	Would these be additional ones, or can they be incorporated into existing ones?	3/7/2020 5:25 PM
11	I don't know what that means.	3/6/2020 8:36 PM
12	Isn't it already a requirement for all degrees?	3/6/2020 7:52 PM
13	In the arts and humanities, it could be more difficult to enforce quantitative issues. It can be done, but I don't think it should be a blanket requirement as it's contingent on the course topic.	3/6/2020 6:49 PM
14	Any way the above can/is delivered already in existing GE SLO's Doesn't "literacy" go with SLO 1? Couldn't critical thinking include analysis of quantitative material? ("Thinking critically" should include analysis and application from a variety of...)	3/6/2020 3:35 PM
15	The LMC GE SLOs already have too much. Multiple SLOs already have more than one skill. I think it would be best for students and faculty if the GE SLOs were simplified.	3/6/2020 1:23 PM
16	Ok as long as it's not required in every course	3/6/2020 12:40 PM
17	define quantitative reasoning and how does that apply in an elementary foreign language course?	3/5/2020 1:13 PM
18	Is this math or something else?	3/3/2020 12:12 AM
19	like the GE SLOs that we already have, it's likely we are already teaching Information literacy, if we are assigning research than we are likely already having our students consider which sources or resources to use in their research. But it won't hurt to make it more explicit, it will just be a lot of re-jiggering course outlines and such. We could require a "how to use the library" module in our GE classes or that module could be shared across all the departments or indeed be associated with orientation/assessment.	3/2/2020 9:46 PM
20	Quantitative reasoning should not be added because it is a subset of Critical Thinking.	3/2/2020 11:22 AM
21	Quantitative reasoning is already covered in the required math courses	3/2/2020 9:30 AM
22	There needs to be specific information about what the assessment of information literacy would look like.	3/2/2020 9:20 AM
23	We should think about how we can embed information literacy with critical thinking as it is very much a critical thinking skill. We can add analytic to GE. Since math is a concept specific	3/2/2020 9:04 AM

content course they can work with this GE SLO and Critical Thinking.

Q11 What GE SLO that has not been addressed here would you add and why?

Answered: 30 Skipped: 135

GE Survey

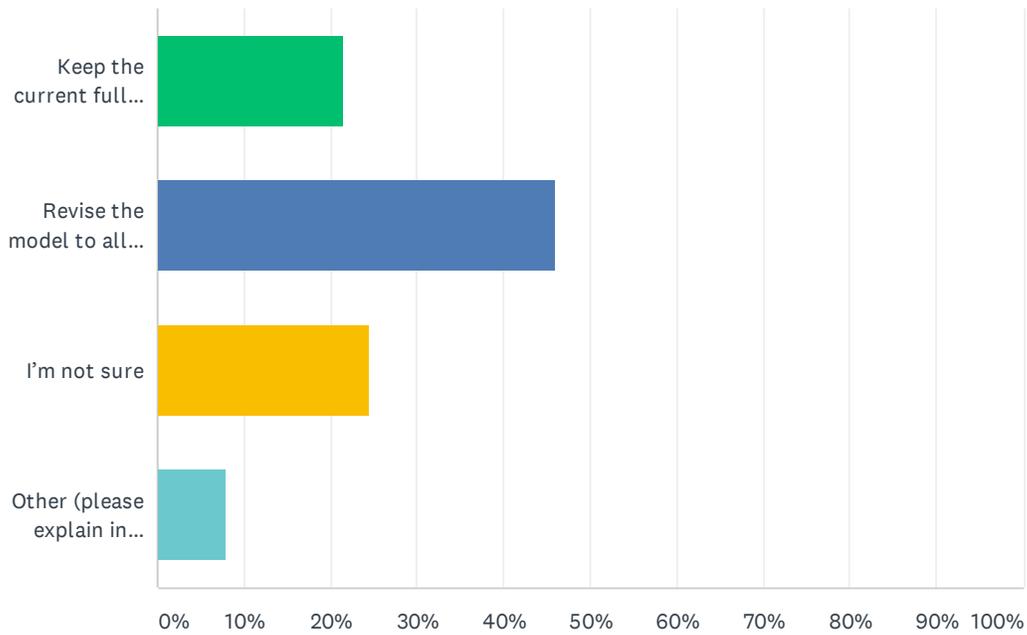
#	RESPONSES	DATE
1	None. I was most concerned about "information literacy."	4/2/2020 11:36 AM
2	Teamwork. Students often think of learning as a solo enterprise, but in the real world most people have to work together.	4/1/2020 3:33 PM
3	CITIZENSHIP! Our responsibility as citizens of the country and the planet!	4/1/2020 3:18 PM
4	I think health is really important. Getting regular exercise and eating healthy foods can really improve people's lives. It is a huge challenge, but I think it can make a big difference in mental health, motivation, preventing chronic disease. GE is so important, but you can't appreciate GE	3/31/2020 10:53 PM
5	Social Justice perspectives! In my perspective, this is an area that needs to be considered for this institution. This critical academic concept will create and expand our campus views and teaching methods. In return, our students will benefit from this type of human kindness.	3/31/2020 12:04 PM
6	none	3/30/2020 12:34 PM
7	None	3/26/2020 5:39 PM
8	Contributing member to society... it benefits all of us	3/26/2020 10:15 AM
9	po	3/26/2020 9:44 AM
10	I think understanding how important particular GE SLOs are to their particular major and relevant 4 year college selection and career choice. This has to start with counseling and carry into an evaluation of a professors effectiveness and rigor in the area of interest. To do this a process for evaluating and documenting proficiency for student would be important and necessary.	3/26/2020 9:40 AM
11	N/A	3/25/2020 8:50 PM
12	Soft skills. I know companies look for these in addition to knowledge, experience, and talent.	3/24/2020 7:16 PM
13	N/A	3/12/2020 10:36 AM
14	Almost anything that would remove the student from their very closenet neighborhood.	3/11/2020 4:45 PM
15	None. There are too many already. I think that we should let the course content experts choose the GE requirements that their courses naturally include.	3/10/2020 10:08 AM
16	Ecological and Global Perspective should be a GE SLO.	3/9/2020 12:07 PM
17	Evaluations of each others skills and communication during each others speeches. Self evaluations as well.	3/7/2020 7:57 AM
18	Creative thinking is extremely important for problem solving and all too often formal education is about fully adopting and regurgitating the views of the professor not thinking for oneself and formulating one's own opinion. I'm not sure what to do about that, but creative thinking is underrated and extremely important to our world today in order to think of new solutions and possibilities.	3/6/2020 8:36 PM
19	Mainly information literacy, but that seems to be included above in #6.	3/6/2020 7:52 PM
20	Something that pertains to the Health/Wellness/Lifestyle management of an individual. One can have all the "smarts" in the world...but if the mental/physical/emotional body isn't healthy or well managed, then what??	3/6/2020 3:35 PM
21	See previous comment box regarding speech	3/6/2020 9:36 AM
22	Global perspective related to relevant degree program	3/4/2020 3:22 PM
23	Career management is an essential piece of post-college success and should be taught as a mandatory course for all students earning an LMC degree.	3/3/2020 10:29 AM
24	Health Education with a strong focus on nutrition and disease prevention.	3/2/2020 9:18 PM
25	none	3/2/2020 5:30 PM
26	Our SLO is for critical and creative thinking, as if they are the same thing. Perhaps they should be listed separately.	3/2/2020 5:21 PM

GE Survey

27	None	3/2/2020 11:22 AM
28	Political competency. Preparation to participate in democracy.	3/2/2020 9:10 AM
29	We could go on forever. In some colleges they have environmental literacy.	3/2/2020 9:04 AM
30	N/A	3/2/2020 8:53 AM

Q12 The structure of any GE model is designed to ensure that all learning outcomes are met by students. Should LMC continue with its fully integrated approach that requires all LMC GE courses to include and assess all LMC GE SLOs, or should LMC adopt a GE model in which different GE courses include and assess different GE SLOs?

Answered: 139 Skipped: 26



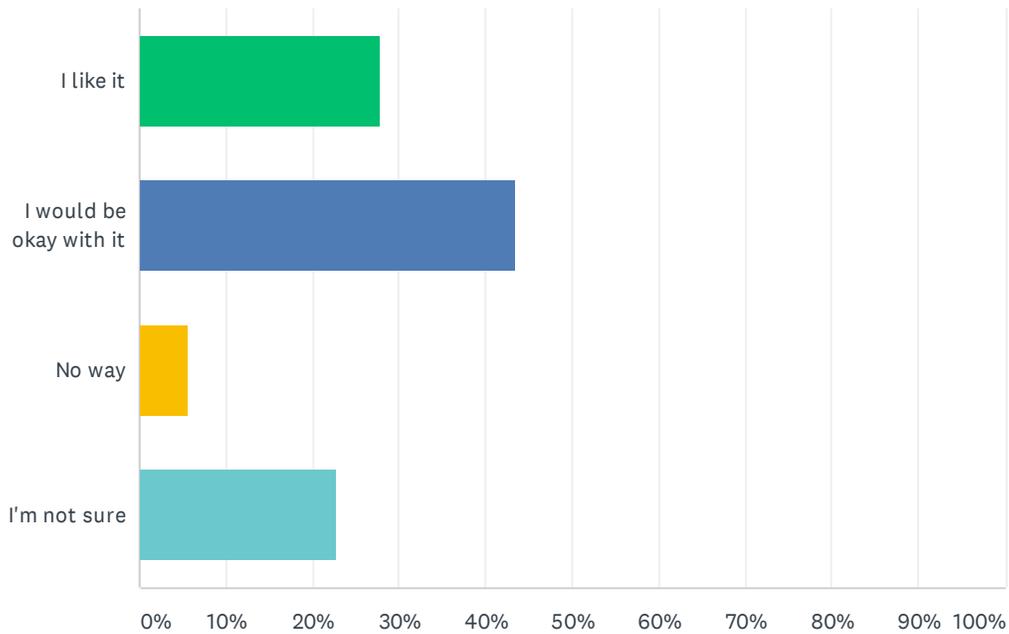
ANSWER CHOICES	RESPONSES	
Keep the current fully integrated LMC GE model	21.58%	30
Revise the model to allow different LMC GE courses to include and assess different GE SLOs and/or ISLOs	46.04%	64
I'm not sure	24.46%	34
Other (please explain in comments box below)	7.91%	11
TOTAL		139

GE Survey

#	OTHER (PLEASE EXPLAIN IN COMMENTS BOX BELOW)	DATE
1	I am not sure on this question.	4/2/2020 12:11 PM
2	This is a difficult question for me to answer. Our dept. has not been part of GE. We applied to place Spanish 50 and were rejected and told our course did not qualify. The reasons still confuse me as to why, but I believe if we were to re-submit, the course would pass.	3/31/2020 3:36 PM
3	No. We should abandon our GE model, and defer to the already established IGETC or CSU models. Two choices (IGETC & CSU)for students already causes enough confusion. More choices make it more confusing. And it's not clear if the data shows that have our own GE model adds any benefit over the the two other models. Does it?	3/25/2020 10:25 PM
4	I like the 3 of 5 model. I think we would get more courses to buy into the model.	3/12/2020 10:37 AM
5	Require a course on international relations and use as a text, "The Economist". If they read this magazine every week it would open their eyes to what is important in other cultures.	3/11/2020 4:55 PM
6	As an adjunct math professor. I see it is hard to incorporate writing into all my classes, nor the multi cultural view. but I think it would bring interest to have all classes incorporate at least some parts of all CLSOs. I could see an English professor also having trouble incorporating quantitative understanding into her or his class. but I think seeing numbers from an English Professor and writing from a math perspective can help students build understandings that they might not otherwise get.	3/8/2020 2:14 PM
7	LMC likes the Cadillac, however it is not sustainable....please make it manageable	3/7/2020 5:28 PM
8	It is time for LMC to give up its nostalgia for being "special" and use the GE structure most colleges and universities.	3/5/2020 2:29 PM
9	I think some of these are not exactly relevant to beginning the task of acquiring a 2nd, 3rd etc., language.	3/5/2020 1:16 PM
10	I would like more information on how it would be determined which courses assess which GE SLO's.	3/2/2020 9:28 AM
11	Keep the integrated model for those courses that already have it. For more content specific courses they should have to choose less GE SLOs.	3/2/2020 9:09 AM

Q13 How would you feel about a new LMC GE model that requires assessment of some but not all of the GESLOs/ISLOs for every CSU/UC transferable course on the CSU breadth requirements list, in order to harmonize the current LMC GE course list with the CSU/UC designated GE course list? Note: this change would add clarity for students in their selection of GE courses for transfer but would require some LMC courses that currently do not integrate any LMC GESLOs/ISLOs to integrate and assess some of them.

Answered: 140 Skipped: 25



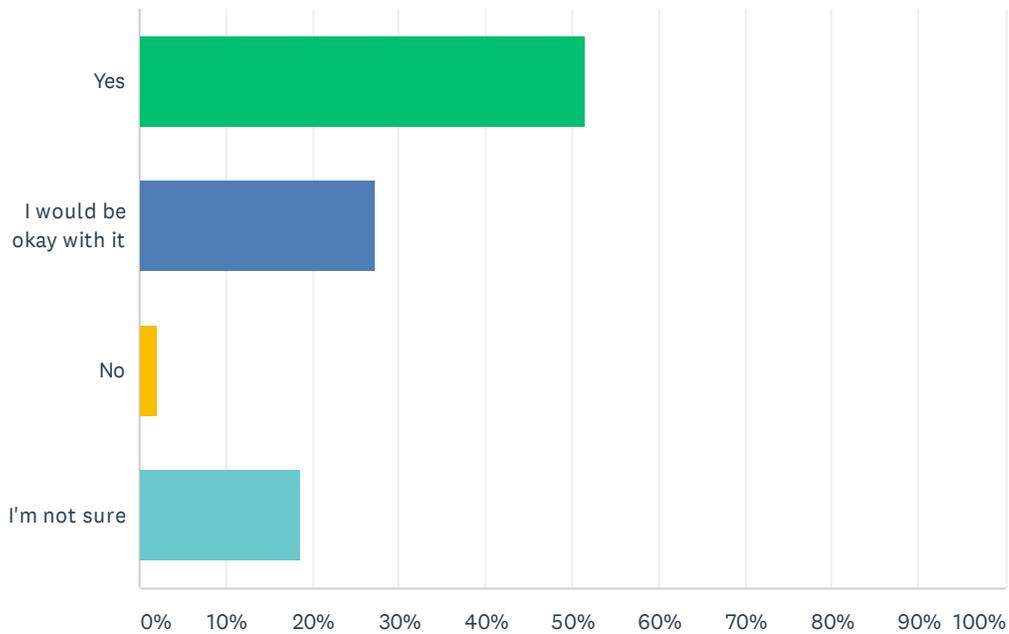
ANSWER CHOICES	RESPONSES	
I like it	27.86%	39
I would be okay with it	43.57%	61
No way	5.71%	8
I'm not sure	22.86%	32
TOTAL		140

GE Survey

#	COMMENTS:	DATE
1	In my opinion it's critical in my opinion and should be a basic responsibility we owe students.	3/26/2020 9:45 AM
2	I'm not sure if i completely understand this but it seems more confusing than what we have already. Also, if we do make this change will we be able to assess it to see if it's "better" than what we have now?	3/25/2020 10:25 PM
3	I am a fan of making things more clear and accessible to students.	3/11/2020 5:50 PM
4	I am a scientist and the GESLOs/ISLOs are frequently run by well intentioned people who have very little idea of what reality is like outside of academia. The knowledge base needed requires a lot of work by students and teachers - to not do that work is a sign of lack of skills, lack of ability, and lack of trying by many students and faculty.	3/11/2020 4:55 PM
5	I need to know more abut the CSU/UC choices, but it might be a step in the right direction.	3/10/2020 10:12 AM
6	There is little left of the holistic concept of education. If this is the only education a citizen may exit with, it is important that we have what we have referred in the past as a "well rounded citizen". We can not move forward with the assumption that "most students will move on to a 4year institution, or they will learn that later. Do not put off to tomorrow what can be handled today. Our Art/Humanities program has integrated much of the GE CSLO's in the practice of teaching the studio and graphic art. Graphics is a CTE program, and if we have our student exit into the work force without some of the GE value, they will not last long in their careers. We have incorporated artist presentations, critical thinking, historical/cultural connections, and effective written and oral communication in the course design. On top of this, some of our courses involve technical skills that may either be related to math-geometry/ratios, tool competency, some chemistry and physics, and digital fluency in order to be a "well rounded art major". We want our students to be a productive worker as well as an invested citizen in their community.	3/9/2020 2:13 PM
7	Clarity for students should be a priority in the GE redesign. Students are very confused by the current structure, and the current structure limits course taking options for students.	3/9/2020 12:14 PM
8	If the wording of other GESLOs were revised.	3/8/2020 7:08 PM
9	This revision would help students transition more smoothly between LMC and a CSU/UC experience.	3/3/2020 10:31 AM
10	Every student should be taught and assessed on every GE SLO in every GE class every semester. If we really want students to master the GE SLO skills, then students need to work with all the GE SLOs in every GE class.	3/3/2020 7:13 AM
11	I would like a new LMC GE model that requires assessment of only those GESLOs/ISLOs that naturally fit the course. For example, a math course should assess problem solving, but should not assess effective communication. Sure, math students need to communicate effectively to complete group projects, but a math course is not designed to naturally teach and develop communication skills.	3/3/2020 12:25 AM
12	Not having to assess all the SLOs in every class could make assessments a little easier, and since we are called upon to do more and more of these types of reports, I'm in favor of whatever way we can reduce the amount of time writing reports for accreditation and the like.	3/2/2020 10:25 PM
13	I would rather see faculty teaching the GESLO that they feel they have expertise in. It is tokenism to have faculty including things which they are not trained for or do not belong in a course just to have diversity. However, it is important that student contact all of the GESLO over the course of their GE courses.	3/2/2020 11:25 AM
14	Matching up the assessments with transfer requirements would help students for transferring. I'm not sure how this would affect courses that currently do not integrate GESLO's/ISLO's.	3/2/2020 9:28 AM
15	Why would they only assess some of the SLOs? This seems to be a leading question, as everyone wants less SLOs to assess, but you don't explain what that would do the integrated model. This question needs way more information of the inherent changes to the model that the GE committee might be considering but is not explicit to those of us answering this survey.	3/2/2020 9:09 AM

Q14 Currently, basic college level English and Math courses offered at LMC are exempted from our college GE program, even though these courses satisfy university GE requirements for students transferring to California UCs and CSUs. We have always considered them basic competencies. Should LMC now include college level math and English courses that transfer as GE (such as statistics and college composition) in our college GE course list?

Answered: 140 Skipped: 25



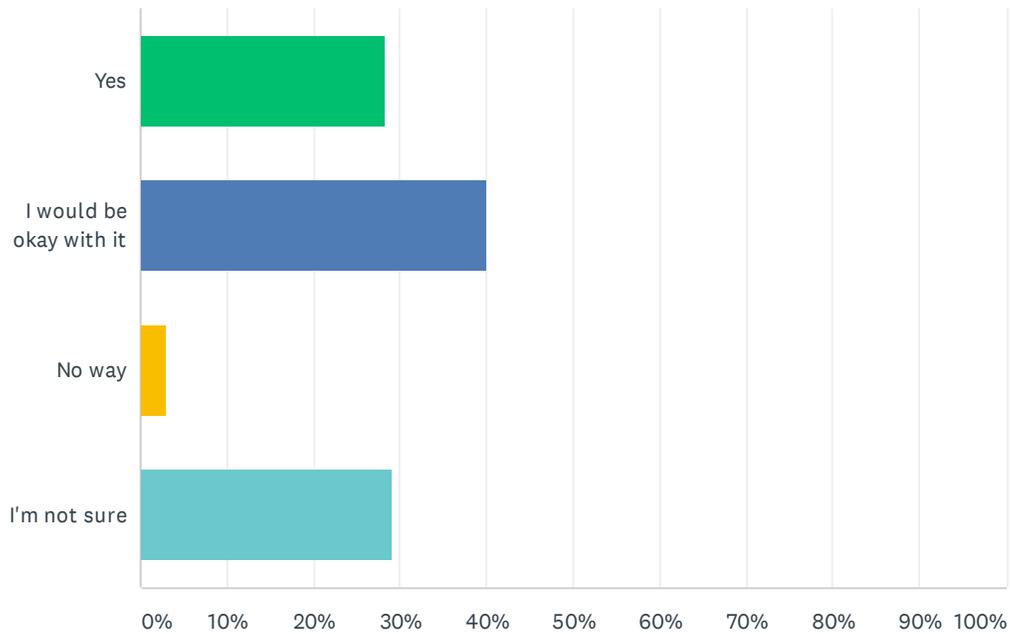
ANSWER CHOICES	RESPONSES	
Yes	51.43%	72
I would be okay with it	27.14%	38
No	2.14%	3
I'm not sure	18.57%	26
TOTAL		140

GE Survey

#	COMMENTS:	DATE
1	However, these are such big departments, they could take over GE.	4/2/2020 1:57 PM
2	Students, and some faculty, don't understand the philosophical differences of the current separation.	4/1/2020 3:38 PM
3	If completed with a B average. Even with a B, some competencies are not guaranteed.	3/31/2020 10:47 PM
4	If you want money from the State of CA, you better do this.	3/31/2020 11:07 AM
5	I think it is our responsibility to do so. It is unfair to ambitious students not to.	3/26/2020 9:45 AM
6	This is additionally confusing. Yes (I think), if the math and English courses will be required to meet all of the required LMC GE competencies.	3/25/2020 10:25 PM
7	I never understood why this wasn't the case already.	3/16/2020 6:54 AM
8	IF CSU or UC's accept certain courses in GE areas, local associate GE should also accept the same courses in the respective areas. ESPECIALLY nursing science prereq courses!!!!!!!!!!	3/11/2020 5:50 PM
9	When I took the GRE exam in math, I finished way ahead of the other takers and afterward I asked some of the other takers of the exam - I was shocked at how many could not do simple math or english.	3/11/2020 4:55 PM
10	WTF? The people who force writing onto every other class are exempted from GE requirements?	3/10/2020 10:12 AM
11	I have no pragmatic reason other than to reduce exit units to remove these from GE. I believe this happened to compete with our sister colleges.	3/9/2020 2:13 PM
12	Yes, but only if the English and Math course outlines are not held up and scrutinized by the GE committee. There is a past history of the GE committee holding up science courses and then science not being part of GE SLOs. Such a change would need to allow for English and Math courses to automatically go straight to the curriculum committee without the GE committee being able to hold hostage courses that meet C-ID, CSU GE and UC GE requirements and articulate.	3/9/2020 12:14 PM
13	If the wording of some GESLOs were revised as well as the model.	3/8/2020 7:08 PM
14	I am not sure what this would mean.	3/8/2020 2:14 PM
15	Many students lack the ability to write and speak professionally. However, the English courses do not address their grammar, sentence structure, tone, etc. That is needed just as much as, if not more than, the critical thinking around analyzing an essay in English 100.	3/7/2020 5:28 PM
16	That's a "no brainer"!	3/6/2020 3:38 PM
17	Why should those courses be exempt? Instead all courses should be exempt because the GE program is arcane.	3/5/2020 2:29 PM
18	This doesn't affect my assessment load, so I might not be the best person to weigh in.	3/4/2020 5:29 PM
19	I would be okay with it as long as nothing changes in the course and associated assessments. Don't impose any additional work or changes.	3/3/2020 12:25 AM
20	But let's not burden Math and English faculty with extra assessment, but if it allows our students to move through our programs more easily or efficiently then that is good.	3/2/2020 10:25 PM
21	Yes, although for Math they should only do what fits as they are content specific. English courses should integrate the same GESLOs that other GE courses use.	3/2/2020 9:09 AM

Q15 The new accreditation assessment standards seem to mandate that all courses required for a state-approved certificate of achievement include assessment for at least some of the college's institutional learning outcomes so that students who complete the certificate will have been assessed in all of the outcomes. To comply with this new accreditation mandate, should we require that all LMC courses that satisfy state-approved certificate requirements include instruction in, and assessment of, at least some of our GE/Institutional learning outcomes?

Answered: 138 Skipped: 27



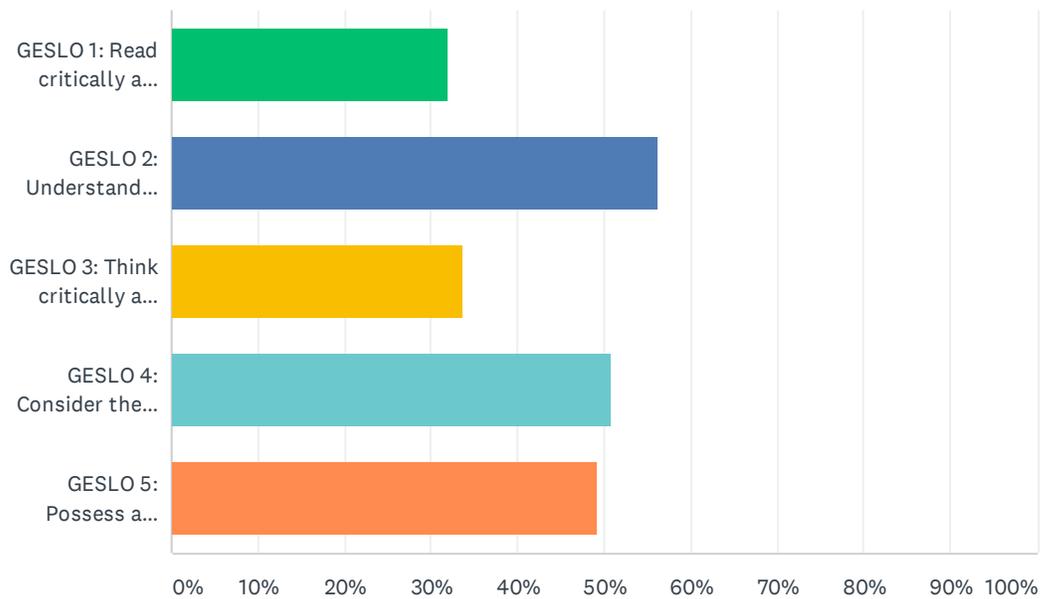
ANSWER CHOICES	RESPONSES	
Yes	28.26%	39
I would be okay with it	39.86%	55
No way	2.90%	4
I'm not sure	28.99%	40
TOTAL		138

GE Survey

#	COMMENTS:	DATE
1	If you want money from the State of CA, you have to do this.	3/31/2020 11:07 AM
2	If our college's institutional learning outcomes are our local LMC GE outcomes then to comply with the states regulations we must. Don't we?	3/25/2020 10:25 PM
3	The accreditation mandates should be required	3/25/2020 8:09 PM
4	This is tough. There are Cert of Achievements that may not hit every area of the ISLO's. Need more discussion on this one.	3/11/2020 5:50 PM
5	What we need to do is train students to face the real world not just the narrow academic world that they are exposed to - broaden the requirements to include some community involvement such as working at a soap kitchen so they can see how poorer people have to cope.	3/11/2020 4:55 PM
6	Only one, and it should be the teacher's choice.	3/10/2020 10:12 AM
7	It is more equitable to create ISLOs that differ from GE SLOs for courses that do are not CSU GE or UC/IGETC GE.	3/9/2020 12:14 PM
8	If the wording of some GESLOs were revised as well as the model.	3/8/2020 7:08 PM
9	Again, let's require courses to teach and assess the GE/Institutional learning outcomes that are natural to the courses. (For example, a math course should assess problem solving, but should not assess effective communication. Sure, math students need to communicate effectively to complete group projects, but a math course is not designed to naturally teach and develop communication skills.)	3/3/2020 12:25 AM
10	I need more info to understand this.	3/2/2020 9:28 AM

Q16 Please indicate which of these GE SLOs you would appreciate learning more about through Flex workshops, presentations and/or other professional development opportunities. (Please check all that apply.)

Answered: 128 Skipped: 37



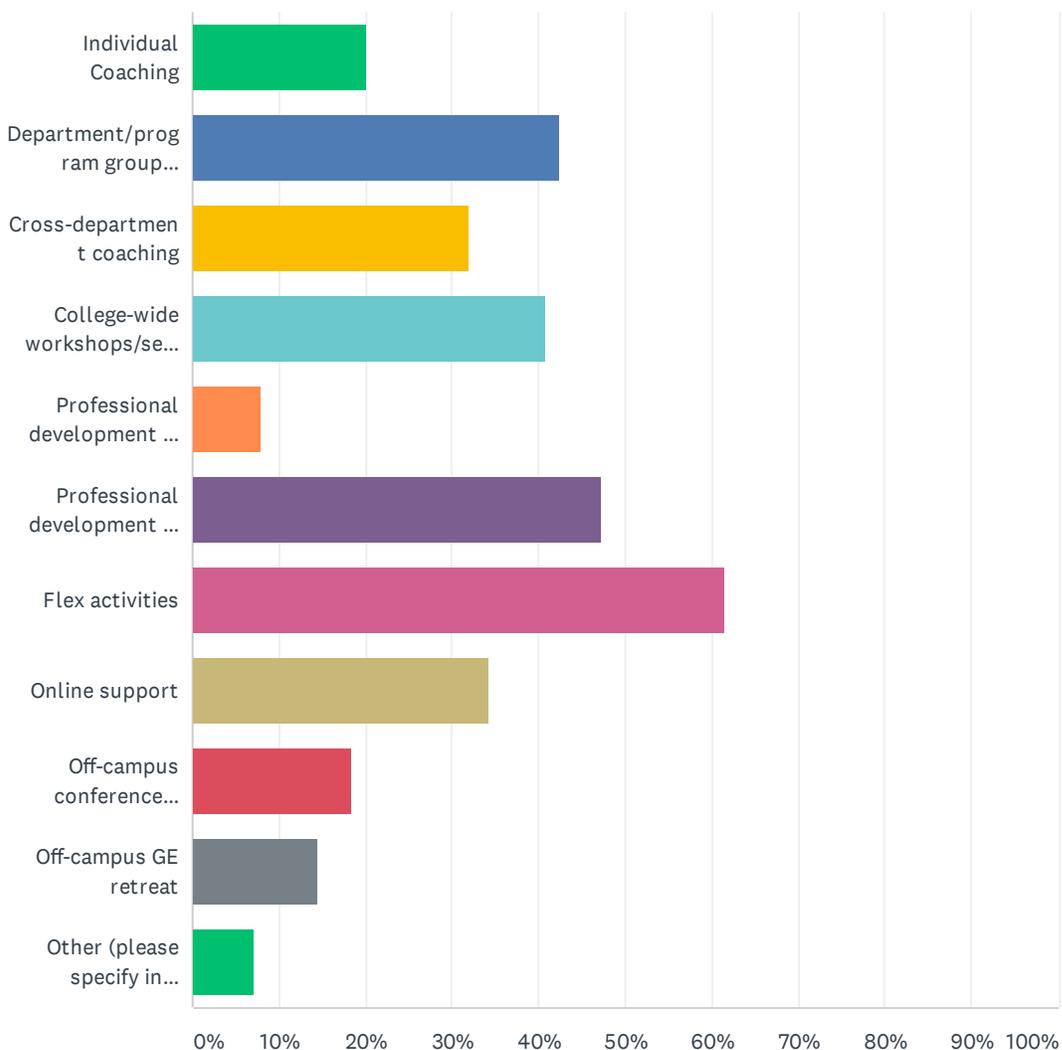
ANSWER CHOICES	RESPONSES	
GESLO 1: Read critically and communicate effectively as a writer and speaker.	32.03%	41
GESLO 2: Understand connections among disciplines and apply interdisciplinary approaches to problem solving.	56.25%	72
GESLO 3: Think critically and creatively.	33.59%	43
GESLO 4: Consider the ethical implications inherent in knowledge, decision-making and action.	50.78%	65
GESLO 5: Possess a worldview informed by diverse social, multicultural and global perspectives.	49.22%	63
Total Respondents: 128		

GE Survey

#	COMMENTS:	DATE
1	None	4/1/2020 3:20 PM
2	Los Medanos is a great institution from a very traditional organizational perspective. However, where the college should expand is in the area of cultural and positional honesty, cultural and positional fears, and diverse hiring with the goal of expanding our academic services to allow more students of color to succeed and streamline their educational goals and plans.	3/31/2020 12:17 PM
3	How to integrate this in a math class.	3/31/2020 11:23 AM
4	As a graduate student, there was no way I could get around effectively understanding and having proficiency in these areas.	3/26/2020 9:54 AM
5	Only if we kept this as a requirement for all GE courses.	3/12/2020 10:38 AM
6	We give lip service to these requirements - but the results are questionable at best.	3/11/2020 5:04 PM
7	I already know about them.	3/10/2020 10:12 AM
8	I know it is difficult for second language students to communicate effectively as a writer and a speaker but we must hold them to the standard set forth by the college. We do them a disservice if we pass them along.	3/9/2020 9:32 AM
9	GESLO 5 is number one on my list. but I would be good flex opportunities.	3/8/2020 2:15 PM
10	Are there generalized standards for how these are taught and assessed? How much flexibility is there in how to meet these SLOs? What are some example assesments that faculty could share?	3/6/2020 1:23 PM
11	How to incorporate GESLO 5 into a scientific discipline	3/4/2020 3:36 PM
12	During my undergrad and graduate school curriculum these GESLOs were integrated	3/4/2020 3:28 PM
13	My courses naturally teach and assess only GESLO 2. If these courses are approved for GE, it would be good to collaborate.	3/3/2020 12:30 AM
14	I would like to attend workshops addressing all of these for my Psych classes.	3/2/2020 9:33 AM
15	From my previous work at the college I know that the ethical implications SLO is sometimes just an add in and not taught in an integrated way. I think we need help with this. I think we all need to keep working with GESLO 5. It is never something that we are done with.	3/2/2020 9:12 AM
16	I feel pretty competent in all of them.	3/2/2020 8:59 AM

Q17 If you would like to learn more about GE SLOs and/or how to integrate them into your course content and assignments, please indicate what kind of help you would prefer. (Please check all that apply.)

Answered: 125 Skipped: 40



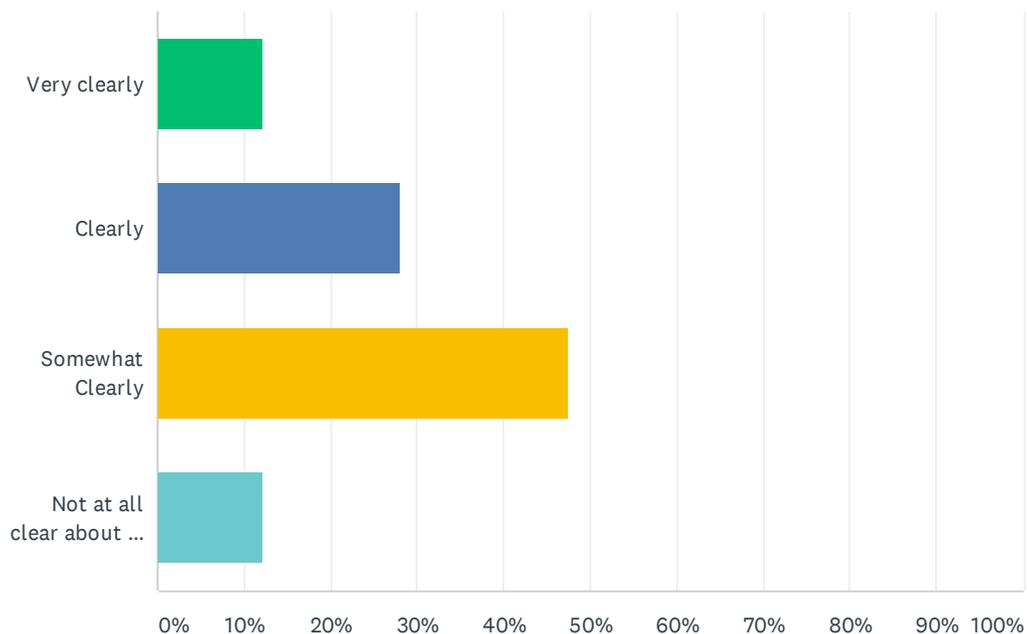
GE Survey

ANSWER CHOICES	RESPONSES	
Individual Coaching	20.00%	25
Department/program group coaching	42.40%	53
Cross-department coaching	32.00%	40
College-wide workshops/seminars	40.80%	51
Professional development for department chairs	8.00%	10
Professional development for all faculty	47.20%	59
Flex activities	61.60%	77
Online support	34.40%	43
Off-campus conference opportunities	18.40%	23
Off-campus GE retreat	14.40%	18
Other (please specify in comments box below)	7.20%	9
Total Respondents: 125		

#	OTHER (PLEASE SPECIFY IN COMMENTS BOX BELOW)	DATE
1	Examples I can read	4/2/2020 1:58 PM
2	Maybe a page on the website with examples of how faculty in different disciplines integrate the SLOs into their courses	4/1/2020 3:44 PM
3	The quality of instruction and background in training the discipline would be important	3/26/2020 9:54 AM
4	There are plenty of on line teaching skills taught by master teachers in almost every discipline. For instance, Stanford has several in the education department. One of which strongly recommends against using "Power Point" since this separates the student from the material - if gives them a crutch without giving them knowledge.	3/11/2020 5:04 PM
5	None apply	3/4/2020 3:28 PM
6	My courses naturally teach and assess only GESLO 2. If these courses are approved for GE, it would be good to collaborate.	3/3/2020 12:30 AM
7	Referral to scholarly publications	3/2/2020 5:33 PM
8	video trainings with quizzes.	3/2/2020 4:28 PM
9	A handbook of how to do this would be appreciated.	3/2/2020 8:56 AM

Q18 How clearly do you understand the relationship between the GE student learning outcomes and the GE assessment process?

Answered: 139 Skipped: 26

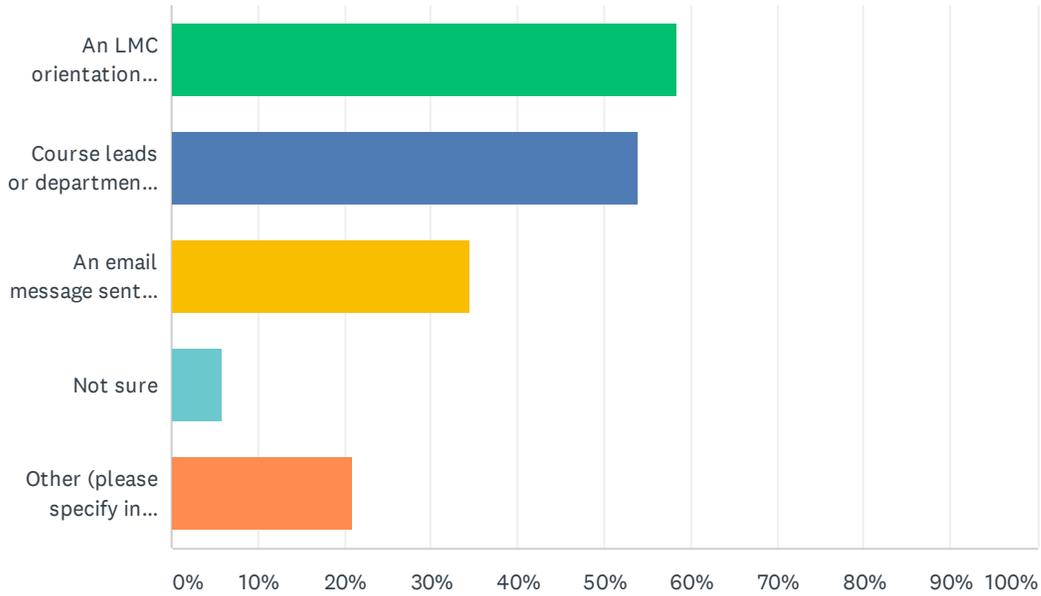


ANSWER CHOICES	RESPONSES
Very clearly	12.23% 17
Clearly	28.06% 39
Somewhat Clearly	47.48% 66
Not at all clear about the relationship	12.23% 17
TOTAL	139

#	COMMENTS:	DATE
1	Haven't really heard the process articulated	3/26/2020 9:54 AM
2	I believe there should be some assessments about world-wide issues like populist insurgencies, global warming and their word shattering consequences if ignored.	3/11/2020 5:04 PM
3	As an Adjunct teaching only one course her, I often feel out of the loop! I really don't know much about this, ashamed to admit!	3/5/2020 1:21 PM
4	I am very new to LMC, so I don't currently know much about LMC's GE assessment process.	3/3/2020 10:33 AM
5	I believe that I understand the process; but, if I actually did not understand it, then I would not be aware of that fact.	3/3/2020 7:16 AM
6	I would like more information on assessment ideas specific to my Psych courses.	3/2/2020 9:33 AM

Q19 How do you think new LMC adjunct faculty should be educated about the LMC GE model and about GE/institutional learning outcomes assessment? (Please check all that apply.)

Answered: 139 Skipped: 26



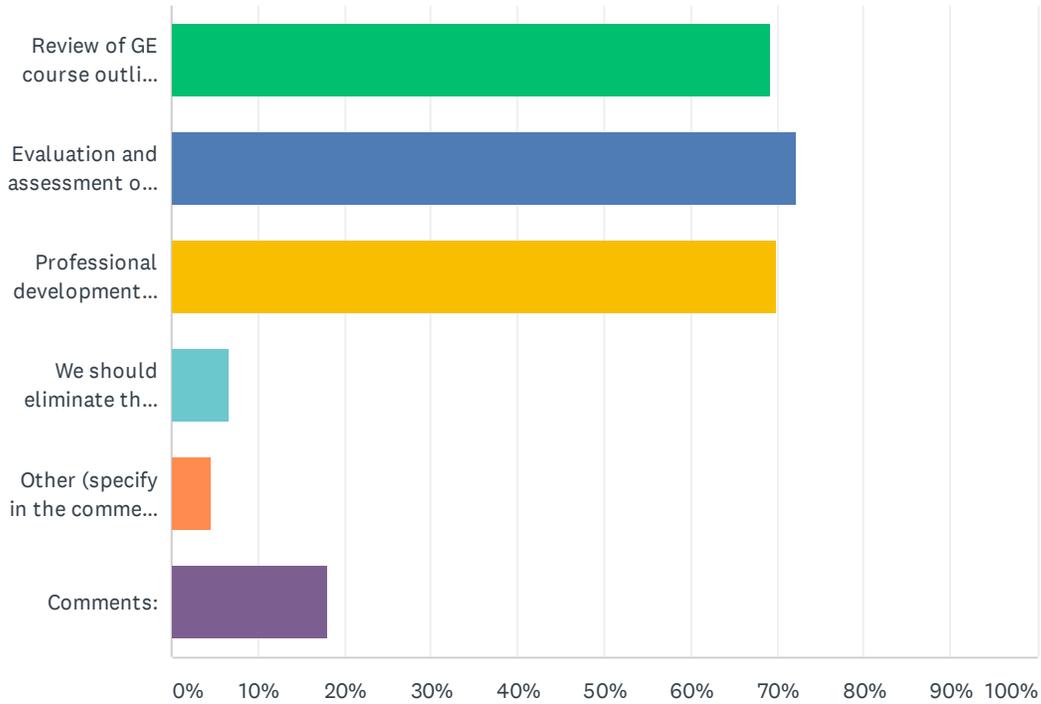
ANSWER CHOICES	RESPONSES	
An LMC orientation handbook provided to all new adjunct faculty.	58.27%	81
Course leads or department chairs should instruct all new adjunct faculty	53.96%	75
An email message sent to all new LMC adjunct faculty from the GE committee chairperson	34.53%	48
Not sure	5.76%	8
Other (please specify in comments box below)	20.86%	29
Total Respondents: 139		

GE Survey

#	OTHER (PLEASE SPECIFY IN COMMENTS BOX BELOW)	DATE
1	Dept Chairs have a lot on their plate. So keeping them out of this additional duty would be nice.	4/2/2020 12:14 PM
2	An online training unit	4/2/2020 11:06 AM
3	All adjunct faculty should be given a copy of, or a link to, the COORs associated with the courses they are teaching, since all SLOs have to be in the syllabus.	4/1/2020 3:44 PM
4	There is a voluminous adjunct handbook, but why not add that in?	4/1/2020 3:20 PM
5	Perhaps a flex for adjunct faculty to go over this. This would be a good place for questions and a real discussion of what we need to know.	4/1/2020 3:06 PM
6	Those ideas all sound good. I regularly help adjunct faculty who need more support in terms of college knowledge.	3/31/2020 11:00 PM
7	Maybe an online teaching tool that adjuncts can access at their leisure	3/31/2020 4:52 PM
8	New Faculty should be compensated to attend a Special Training and learn about this important curricular tool. Other Academic Services!	3/31/2020 12:17 PM
9	Include in FLEX and new faculty orientation	3/31/2020 11:23 AM
10	Flex day, professional development - mandated	3/31/2020 11:08 AM
11	I think workshop or training by department would be the best way.	3/26/2020 10:18 AM
12	It's hard to imagine assessing this skill level during interviews doesn't happen. How would we know how to suggest a guide for adjuncts on certain training options if they've not been assessed?	3/26/2020 9:54 AM
13	In as many ways as feasible.	3/25/2020 10:26 PM
14	Adjunct faculty should have mandatory orientation that include this topic	3/25/2020 5:50 PM
15	Provided through training videos. These can be required or optional viewing. Nevertheless, at a time convenient for the faculty member.	3/25/2020 5:34 PM
16	Catalog	3/12/2020 3:47 PM
17	I don't think it should be put on Department Chairs. It's not their area of expertise when there's a committee of experts.	3/12/2020 10:38 AM
18	My knowledge of this district is broad and deep and I find it frequently lacking in transfer of knowledge between faculty and students. Most students are unhappy with "alternative" teaching approaches that require them to work hard and actually read their text.	3/11/2020 5:04 PM
19	They should be excused from doing it.	3/10/2020 10:12 AM
20	G.E. is a philosophy about LMC's values and culture, this is best done in print and in person, we just need to meet more with each other.	3/9/2020 2:21 PM
21	Flex learning after first semester of teaching.	3/7/2020 8:00 AM
22	Email with links to information/written explanation/resources for all Faculty....new and old.	3/6/2020 3:42 PM
23	I am an old Adjunct ;-), but NO one since I started in 2004 has ever really talked about this. I see emails about meetings for committees, but don't really read the agendas often.	3/5/2020 1:21 PM
24	Don't new LMC faculty go through a year-long orientation process, like NEXUS at DVC?	3/3/2020 10:33 AM
25	New LMC part-timer teachers should be required to attend a GE model workshop during flex week.	3/3/2020 7:16 AM
26	through new faculty orientation	3/3/2020 12:30 AM
27	Webinars	3/2/2020 9:23 PM
28	We have a handbook given to us already, so ok to include in there, as well as, video trainings and workshops.	3/2/2020 4:28 PM
29	Workshops available to help educate and apply GE SLO assessment.	3/2/2020 9:33 AM

Q20 What do you think the roles of the General Education Committee should be? (Please select all that apply.)

Answered: 133 Skipped: 32



ANSWER CHOICES	RESPONSES	
Review of GE course outlines of record	69.17%	92
Evaluation and assessment of the GE program	72.18%	96
Professional development about GE at LMC	69.92%	93
We should eliminate the GE Committee and distribute this work to other campus committees (specify in the comments box)	6.77%	9
Other (specify in the comments box below)	4.51%	6
Comments:	18.05%	24
Total Respondents: 133		

GE Survey

#	COMMENTS:	DATE
1	It should work more closely with the Curriculum Committee.	4/1/2020 3:50 PM
2	The GE Chair should be given greater reassign time. As a result, the Chair should conduct departmental level professional development workshops during the semester. This model will ensure greater understanding and participation.	3/31/2020 12:23 PM
3	NONE	3/31/2020 10:45 AM
4	GE committee should assess and make recommendations related to the advantages students will have when completing our GE standards and a professors background to assure the ability to apply the goal	3/26/2020 10:00 AM
5	Curriculum Individual Departments	3/25/2020 10:45 PM
6	Professional development requirements should be given to the PDAC committee and the PDAC committee should take over from there. No different than any other program.	3/25/2020 10:28 PM
7	No idea	3/25/2020 6:08 PM
8	But I also think that the departments should shoulder some of the GE assessment as part of the normal course assessment cycle.	3/16/2020 6:56 AM
9	Leading educators at top universities are very rigorous and demanding of the students, but, this means a lot of work by the teacher. I spend 20 hour a week outside of class teaching only one course.	3/11/2020 5:06 PM
10	curriculum committee - have GE as a work group that rotates 2 members each year/2 years?	3/9/2020 2:22 PM
11	Not sure	3/9/2020 9:33 AM
12	Make sure to provide knowledge of the requirements to a new faculty member teaching the GE course.	3/7/2020 8:01 AM
13	Regularly study the impact of GE offerings on students (use more data and look at it more regularly), use perhaps strategic enrollment management and communicate more with CTE, admissions, etc., to make sure we are offering what students need and when they need it.	3/6/2020 7:55 PM
14	not sure....	3/6/2020 3:43 PM
15	We should retain the position of GE coordinator, but the GE committee can be disbanded. The GE coordinator would continue to work with TLC on assessment, and the coordinator would be expected to join a newly formed curriculum tech review committee. The decision about whether or not a course meets the GE SLOs would be made during the tech review process. If needed, the coordinator could convene a special committee to help with GE assessment every five years when it is needed.	3/6/2020 12:47 PM
16	I'm not sure	3/6/2020 12:43 PM
17	Gather feedback from students	3/6/2020 9:38 AM
18	I didn't even see my course listed when I clicked the link to look at requirements, etc. I guess it falls under the Humanities. I believe we voted on changing requirements about 7? years ago. the majority voted to make it easier for students, requiring fewer units of foreign language. Several of us voted to reject that change, but it went through anyway. It has dramatically impacted the less popular languages here at LMC of French and Italian. At DVC where I also teach, not so much. But here it's a real problem. I used to always have 30 - 40 signed up at the beginning of the semester here at LMC. Now I'm lucky to get 20. I really wish the requirement could be increased to what it used to be. Especially as we become more and more the global society. There is much more to being a global citizen than Spanish! just my sour grapes.	3/5/2020 1:30 PM
19	I feel tempted to roll this work into that of Curriculum Committee and TLC, though I know that would increase the workload of both committees. This might give the TLC a more clear task... our job really shouldn't be enforcement of assessment reporting or really quality control... seems like that should fall with departments and deans.	3/4/2020 5:31 PM
20	Make sub committees of the GE committee maybe?	3/3/2020 3:58 PM
21	Plan for the long term institutionalization of GESLO as a model in the transition towards Guided Pathways.	3/2/2020 11:27 AM

GE Survey

22	That's a lot of work for a volunteer committee. Additional compensation should be provided.	3/2/2020 9:14 AM
23	Of course people like to have committees disbanded, but again that would change the integrated model. There is synergy between all the SLOs and we should work to keep that together.	3/2/2020 9:14 AM
24	The Committee should also create something that communicates the "how" not just the "what" and "why" of these outcomes.	3/2/2020 8:58 AM

Q21 If you have any additional comments about anything related to general education at LMC that this survey has not addressed, please include that information in the comments box.

Answered: 16 Skipped: 149

#	RESPONSES	DATE
1	It is important both to remove barriers for students and to maintain LMC's strong, integrated GE tradition.	4/1/2020 3:50 PM
2	Hello! I appreciate the opportunity to share my belief in improving learning for all of our students. I remain positive that the College one day (not sure) will adopt a more "Social Justice" framework. This would move the college from being a good college to a more caring and inclusive higher educationally based institution.	3/31/2020 12:23 PM
3	NONE	3/31/2020 10:45 AM
4	none	3/30/2020 12:39 PM
5	I just think we need to move past where we are in fairness to our students and learning capability when transferring. We tend to underestimate and consider student options for transfer and how we affect them.	3/26/2020 10:00 AM
6	Thank you for all of your hard work!	3/16/2020 6:56 AM
7	Thank you for this survey and thank you to GE committee's work on all of this! I am 3rd year into full time and I think developmentally I am becoming more interested in this as I am starting to write courses.	3/11/2020 5:59 PM
8	Check the above statments.	3/11/2020 5:06 PM
9	Less is more!	3/10/2020 10:13 AM
10	Provide an interactive process between departments on a social basis for the students.	3/7/2020 8:01 AM
11	Great work as always!	3/6/2020 7:55 PM
12	Up the requirement for foreign language!	3/5/2020 1:30 PM
13	I think it is important to understand GE as it relates to private universities	3/4/2020 3:30 PM
14	GE should be examined and revised regularly to better equip students for a rapidly changing workplace. If students are not equipped with the knowledge and skills employers are seeking, they will not be successful after graduation/leaving, and therefore will not reflect positively on their LMC experience.	3/3/2020 10:35 AM
15	Please offer health and nutrition as a GE like the CSU system does.	3/2/2020 9:25 PM
16	Every GE course that isn't content specific should keep the GESLO 5 in their course. It would be terrible to dilute what we are doing on campus related to diversity.	3/2/2020 9:14 AM