**Present**: ***Joshua Bearden,******Chair***; Curtis Corlew, David Reyes, Cindy McGrath, Anthony Perri, Nancy Ybarra and Shondra West (Note taker)

**Absent**: Natalie Hannum and A’kilah Moore

**Guest**: None

1. Meeting called to order: 2:21 pm Location: L-105

**CURRENT ITEMS**

1. **Announcements & Public Comment:**

Add the Liberal information

1. **Approval of the Agenda**

**Action:** Approved (M/S: Perri/Reyes); unanimous.

1. **Approval of the Minutes from February 24, 2017**

**Action:** Approved with changes (M/S: Perri/Reyes); unanimous.

* Change item 5, bullet 1 and 2 statements

1. **Discussion and Approval of Assessment Rubrics**

**Action:** Approved; unanimous

The committee discussed concerns from departments regarding the prompt: diversity and global interdependence. Some departments (Biology/Astronomy) have expressed concerns that diversity & global interdependence is not part of their curriculum. Josh spoke before a class and expressed that assessments are intended to capture whether course curriculum is linked to the COOR. Josh stressed that faculty should not teach to the assessment and to teach as they normally would. The assessment is intended to discover the authenticity of GE course criteria as outlined in their COORs. During the next assessment cycle, the results will be used to either adjust the assessments or revise the COOR.

The committee discussed developing a survey with intentions to address the effectiveness of GE courses, once students have graduated and/or transferred.

**Committee’s recommendations**:

1. Contact students that either graduated and/or transferred students and earned a local transfer degree.
   1. Contact Kristin Connor regarding survey’s existence/completion
2. Survey employers of CTE graduates for workforce preparedness.
   1. Contact Dave Wahl regarding survey’s existence/completion.
3. Create an exit survey that’s part of the graduation petition process for students to complete.
   1. Contact Robin Armour (A&R) regarding the possibility of tracking graduates

**Committee’s feedback:**

1. The committee was concerned about losing contact with students upon completion of their program/degree; leaving LMC. The results maybe different depending when the survey completed date.
2. Recommendation to request design expertise that allows permission to contact students two years later.
3. The CTE Department has connections to the industry, because it may be difficult to contact people. It was recommended to invite people to a meeting: Dave, Kristin, and Robin for further discussion.
4. Need to know what to ask when surviving students/faculty. Require a six-month follow-up.
5. Assessments capture information from students that completed the course and may have received good grades. There’s no way to capture information from students once they drop or fail; this information is most useful what didn’t work.

The committee concluded that the prompt may require specific details to tease out how topics on cultural diversity and global interdependence are covered in class. Instructors are probably unaware that they are covering the criteria via different specifications; the criteria requires clarification.

The committee discussed developing a GE forum intended to receive student feedback regarding GE criteria.

The forum would consist of:

* Students from Liberal Arts program, learning communities, transfer academy, and CTE.
* Group size 20-40 people; at least five classes
* Reach out to former students that are continuing their studies
* Have the forum around noon
* Facilitated discussion by faculty
* Develop a plan for faculty to interact with students they don’t know
* Provide lunch or dinner
* Possible date Tue/Wed - May 2nd/9th/or 10th from 12:30-1:30 or 12-1pm

The committee reviewed, revised and approved the assessment rubric. Changes reflected in ***bold italics***:

|  |  |  |  |
| --- | --- | --- | --- |
| Global Learning | | | |
|  | **Highly Proficient** | **Proficient** | **Not Proficient** |
| Perspective Thinking | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring ***Add:*** ***divergent viewpoints among social and cultural groups.*** |  | No changes needed |
| Cultural Diversity | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures. ***Remove: ~~historically or in contemporary contexts, incorporating respectful interactions with other cultures~~.*** | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures. ***Remove: ~~demonstrates respectful interaction with varied cultures and worldviews.~~*** |  |
| Understanding Global Systems | Examines ***Remove:*** the roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the ***Add: social cultural groups.*** | Identifies the basic role of some global and local institutions, ideas, and process ***Add:*** ***among social cultural groups.*** |  |

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| --- | --- | --- | --- |
| Oral Communication Rubric | | | |
| From the worksheet: remove the highly proficient descriptions and replace with proficient left column. | | | |
|  | **Highly Proficient** | **Proficient** | **Not Proficient** |
| * Organization | Organizational pattern (specific… | Organizational pattern (specific introduction and conclusion…is ***Removed ~~intermittently~~*** observable within the presentation. | No changes |
| * Language | Language choices are thoughtful and ***compelling***… | Language choices are ***generally*** and partially… | No changes |
| * Delivery | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears ***polished and confident…*** | Delivery techniques… speaker appears ***comfortable.*** | No changes |
| * Supporting Material | Supporting materials…. Analysis that ***significantly support.*** | Supporting materials…analysis that ***mostly*** supports the presentation… | No changes |
| * Central Message | Keep the highly proficient statement… | Keep the proficient statement in the left column and delete the statement on the right | No changes |

|  |  |  |  |
| --- | --- | --- | --- |
| Creative Thinking | | | |
|  | High Proficient | Proficient | Not Proficient |
| **Delete** Embracing Contradictions | Delete the statement | Delete the statement | Delete the entire statement |
| Innovative Thinking | Create a novel or unique idea, question, ***Add: and or presentation*** | ***Add: Attempts*** with creating idea, question, and ***presentation***. | No changes |
| Connecting, Synthesizing, Transforming | No changes | No changes | No changes |

**Action:** Approved (M/S: McGrath/Reyes); unanimous

Meeting adjourned – 3:58 pm

Meeting Dates: April 19; May 3, 17

Location and Time: CO-420 / 1-3pm