

Present: *Joshua Bearden, Chair*; Curtis Corlew, Cindy McGrath, Anthony Perri, Nancy Ybarra, A’kilah Moore, Shondra West (Note taker)

Absent: Natalie Hannum, David Reyes,

Guest: None

1. Meeting called to order - Location: L-105

CURRENT ITEMS

2. Announcements & Public Comment:

3. Approval of the Agenda

Action: Approved; unanimous

4. Approval of the Minutes from April 21, 2017

Action: Approved unanimous

- Correction needed - change Nancy to absent and remove her name from GESLO1

5. GE COOR Review

ENGL-127 - The Mythology and Literature of Ethics Americans

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, and speaking components.
GESLO 2 Cindy	This course meets interdisciplinary. The COOR describes relationships with people, their character, history of African Americans, spiritual, and cultural aspects.
GESLO 3 Curtis	This course meets critical thinking. Analyzing interdisciplinary and cultural values. Students are required to figure things out; analyzing the how & why which is infused throughout the COOR.
GESLO 4 Anthony	This course meets ethics, but it’s difficult to determine the connection between the CSLOs and GESLOs. Ethics is included in the assessment component - C level.
GESLO 5 David	This course meets worldview. Focus on different cultural languages, methodologies, and traditions.

ENGL-128- Introduction to Asian American Literature

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking. The presentation assignments cover all the components that are graded.
GESLO 2 Cindy	This course meets interdisciplinary. The content covers family experiences, immigration policy, and historical literature. The assignments and presentation require students to compare family experiences.
GESLO 3 Curtis	This course meets critical thinking in regards to comparison between immigration and class. Requires students to give experiences to support their idea. Presentation require overall analysis that reflects the themes of the assignments by looking at multiple things.
GESLO 4 Anthony	This course meets ethics. Well developed and integrated.
GESLO 5 David	This course meets worldview from a multicultural perspective.

ENGL-129 - Introduction to Contemporary African-American Literature

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking. Presentations are required.
GESLO 2 Cindy	This course meets interdisciplinary. Focus on African American history, slavery, civil rights movement, race and class, analyzing poems/songs/plays, give historical perspective on historical issues.
GESLO 3 Curtis	This course meets critical thinking. Analyze relationships.
GESLO 4 Anthony	This course meets ethics. Well integrated in the assessment and content.
GESLO 5 David	This course meets worldview. Compare and contrast globally the African Americans culture to American culture and various other cultures.

ENGL-133 - Reflections: Representations of Race, Ethnicity and Gender in Hollywood Films and Popular Fiction

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking.
GESLO 2 Cindy	This course meets interdisciplinary throughout the course content.
GESLO 3 Curtis	This course meets critical thinking. Require students to compare and contrast throughout the assignments and evaluations. Analyze situation between groups and economic success.
GESLO 4 Anthony	This course meets ethics within the outcomes/assessments.
GESLO 5 David	This course meets worldview by focusing on multiple groups.

ENGL-136 - Introduction to Gender Studies

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking. The evidence is indicated in the table that requires short-essays and assignments; term paper, presentation for CSLO 6 & 7.
GESLO 2 Cindy	This course meets interdisciplinary which is woven throughout the course and crosses many disciplines in regards to masculinity and femininity. The course content includes psychology which is not listed as a discipline.
GESLO 3 Curtis	This course meets critical thinking. Examples covers contrast ideas of cultural understanding of morality and ethics demonstrated in the assignments and assessments.
GESLO 4 Anthony	This course meets ethics which is integrated in the course assignments and objectives. Ethical implications are noted, but ethical dimensions is slightly vague CSLO/GESLO, yet noted in CSLO 4 which should include GESLO 6 and 5.
GESLO 5 David	This course meets worldview CSLO 5 relates to sex, gender, race and class in all cultures.

HIST-056 -

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking noted on page three.
GESLO 2 Cindy	This course meets interdisciplinary. Covers women gender identity and behavioral sciences combined.
GESLO 3 Curtis	This course meets critical thinking in the writing assignments and exam.
GESLO 4 Anthony	This course meets ethics and assessed in the quizzes, midterm, and final. Ethics is well integrated in the course.
GESLO 5 David	This course meets worldview which includes gender and other forms of social differentiation in North America related to sex, gender, race, class, and cultural from different perspective.

HIST-057 -

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking.
GESLO 2 Cindy	This course meets interdisciplinary with investigating integrated bodies.
GESLO 3 Curtis	This course meets critical thinking. Content explanations are provided.
GESLO 4 Anthony	This course meets ethics and well assessed.
GESLO 5 David	This course meets worldview which includes gender and other forms of social differentiation in North America related to sex, gender, race, class, and cultural from different perspective.

Committee comments:

- It was recommended to differentiate the CSLO wording for curriculum, can't use precise wording.
- Ethnic & Multicultural component was reviewed as meeting the behavioral sciences/Social sciences requirement. The reviewed the CSLOs as meeting the multicultural requirement.

HIST-060 -

Action: Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking.
GESLO 2 Cindy	This course meets interdisciplinary via integration of religion, history, social science, and political strategies.
GESLO 3 Curtis	This course meets critical thinking via the assignments and test.
GESLO 4 Anthony	This course meets ethics.
GESLO 5 David	This course meets worldview in depth socioeconomic, historical, political related to African American community past/present society.

Committee comments:

- The committee reviewed the multicultural components as fulfilling the requirement.

POLSC-010 - **Action:** Approved; unanimous

GESLO 1 Nancy	This course meets oral, reading, writing, speaking; assignments and presentations.
GESLO 2 Cindy	This course meets interdisciplinary via the lens of California government; history, multiculturalism, economic systems, and ethics. Global issues applied to the studies.
GESLO 3 Curtis	This course meets critical thinking in the reading assignments.
GESLO 4 Anthony	This course meets ethics, CSLO 3 included in all levels of assessments.
GESLO 5 Josh	This course meets worldview. CSLO2 includes multiculturalism, politics, and globalization.

POLSC-132 -

Action: Pending approval; need presentations, cultural diversity, and ethics

GESLO 1 Nancy	This course meets oral, reading, and writing. Speaking component via presentation was not explicitly included as part of the assignments.
GESLO 2 Cindy	This course meets interdisciplinary via essay responses to family responsibility, oppressed behavior, and psychological effects on society.
GESLO 3 Curtis	This course meets critical thinking. Connects to historical events and literary scenes. Essays required addresses critical and creative thinking.
GESLO 4 Anthony	This course does not meet ethics.
GESLO 5 Josh	This course meets worldview mentions diversity, but no assessment.

6. Program Assessment

- The committee discussed concerns regarding privacy of the assignment. The solution: (1) Students should give their speech directly to the professor who will be responsible for completing the assessment, or (2) Courtney has created a special course for students to enroll into. Courtney investigated the privacy issue and determined the assignment is within the privacy guidelines; even as a public assignment.
- The committee discussed the concerns of professors understanding the legitimacy of the assignment. The goal is to determine whether courses are meeting GE requirements. This will resolve the problem of having different SLOs written on the syllabus in comparison to the COOR. The committee agreed to retrieve a listing of GE courses, so that professors are notified in advance to include the assessment assignment in their syllabus.
- The committee agreed to develop an orientation for faculty and students to understand the assignment requirements being asked of them.

The committee discussed the GE assessment video completion process:

- Request that students to keep their videos accessible for a certain time period on YouTube.
- The appropriate number of videos to accept is 40
- The random selection of videos will be considered by based on the quality
- The completion timeline:
 - August - Have a norming session
 - August - Send the survey
 - September - Review the videos during a committee meeting
 - October - Develop a focus group
 - Nov-Dec - Write the GE assessment report
 - Spring - Have a campus discussion
- The assessment videos will be reviewed during a closed GE meeting.
- Random selection of videos will done by the submission link and student ID number
- Students will complete a form to include their name, ID, and transfer goals
- Students will be instructed to submit their videos to the professor
- Josh will bring the survey to the first Fall meeting
- The committee will send good quality videos to District Research Office and request that they extract student data based on the number of GE units completed, whether a speech course was taken, demographic information (age, gender, race), whether a multicultural course was completed, and the number of overall units completed. The data is needed to determine the level of student GE preparedness.
- Focus group is intended to monitor the students' transfer success:
 - Develop an exit interview to be included with the graduation application.
 - Ask learning committees to aide in assessment project of helping determining students GE/transfer completion status.
- Josh will join the guided pathway taskforce, with anticipation to develop a guided pathway for GE students interested in particular programs.

Meeting adjourned

Meeting Dates: Fall 2017 - TBA

Location and Time: L105 2-4pm
