* **GE Committee MINUTES**
* **Nov 1, 2013**, 2-3:30pm, room L-105

*Present:* Alex Sterling, Cindy McGrath, Rebecca Payne, Anthony Hailey, A'kilah Moore, Nancy Ybarra, Francesca Paltera, Dave Zimny

*Absent:* Natalie Hannum, Patricia Tirado

Nov 1:

1. Agenda & minutes
2. GE assessment: review the plan for newcomers, talk about next steps:
	1. crafting back end research questions
	2. planning the paper-scoring in January
		1. norming on Nov 21 at 3:30 pm
		2. recruiting participants
		3. the flex proposal
		4. other aspects of planning (logistics, lunch, etc.)

*We touched on most of these at least briefly. Alex realized that he needs to spend much of his GE chair time the rest of this semester getting ready for the paper-scoring in January. Other things that came up:*

* *In recording a score for each student, a number of people liked the idea of recording overall score, but also a writing score, and ethical thinking score, etc. To do this we’ll need to decide a few things, for example, whether to have a separate reading score and whether critical thinking and ethical thinking can be scored separately in this case.*
* *We talked about the back end research, what variables we want to look at when we correlate student scores with various facts in the database. In addition to the ones in the plan, we thought we’d look at age, gender, which class they did the assessment in, gender, and whether the student is full or part-time.*
* *We need to find out how big the sample of student papers needs to be.*
* *We need to recruit participants for the paper-scoring.*
1. Imagining the ideal LMC Part 2. Tue Rust will share his vision and how GE could be a part of it.

*Based on inequitable outcomes at LMC, we need to restructure education in big ways. Tue is in favor of expanding learning communities at LMC so that nearly every student has a vibrant “first-semester experience.” That is, when new to LMC you join a community unless you decide to opt out. Programs such as Umoja, Puente, ACE, and others are a great start, but we don’t capture enough students. It is essential, according to Tue, that every 1st semester experience address the affective domain in a substantial way. According to recent research, learning communities that don’t do this are not effective.*