* **GE Committee Minutes**

**Mar 7, 2014**, 2:30-4 pm, room L-105

Present: Alex Sterling, Rebecca Payne, Patricia Tirado, Nancy Ybarra, Cindy McGrath, Shiela Rodolfo

Absent: A’kilah Moore, Natalie Hannum, Anthony Hailey, Dave Zimny

1. Today’s agenda & Feb 21 minutes—*approved*
2. Course outlines: ANTHRO 1—*approved with some suggestions & comments. The committee loved this course, and it has all the GE elements, but also noticed the following:*
	* + 1. *Passed most easily on GE SLOs 1, 2, and 5. For 3 and 4 we had more discussion. See below.*
			2. *On the assessment chart of p. 3, there are “critiques,” but then these critiques aren’t in the assessments section. Clarify.*
			3. *The assessments part had lots of examples of “critical questions,’ but we thought some of these, or many, were not really critical thinking questions per se; that is, they looked like they could be answered from the textbook. (That’s not to say they were not* difficult *questions.) We suggest clarifying the difference between questions that assess critical and ethical thinking, and questions that assess content knowledge.*
			4. *Related to 3, on ethical and critical thinking, it was often unclear where in the course students would have to do* their own *analysis, interpretation, application of concepts to new cases, arguments for this or that view— that’s where thinking is really assessed, we think.*
			5. *The CID for the course seems to be mostly content-driven; the students have to “identify,” “describe,” “summarize,” “recognize,” “explain,” etc. This seems a challenge for the LMC GE course author, because critical thinking—as opposed to comprehending concepts and absorbing information—assessments need to be added.*
			6. *CSLO 2 seemed very ambitious for LMC students, and other spots too seemed quite high level for our students. The CID suggests a higher level advisories than the one you have. It says “Advisories/Recommended Preparation : Eligibility for or completion of C-ID ENGL 100: College Composition.” Maybe you should consider this due to the complexity of your content. (Related to that, the biologist on GE was hoping the students would take Bio 10 first!) Related to that, we thought CSLO 4 was very broad.*
3. Should GE SLO 2 (interdisciplinary) be a *characteristic* of GE courses instead of an SLO? *Postponed due to lack of time*
4. The GE assessment PowerPoint: show and discuss. *Alex announced that he would be presenting the results at the March 31 college assembly from 3-4 pm.*
	1. How should we present these findings to the college at large? *Alex got comments for his second revision of the GE assessment results Powerpoint, and we talked more about what the results mean.*

*One idea that came up is that employers, even those who hire people with bachelor’s degrees, are disappointed in the communication, problem-solving, and teamwork skill of their college-educated hires. This connects with our finding that many students are not proficient in critical thinking and writing.*

* 1. Discuss handout, “GE assessment: where do we go from here? A brainstorm.” *Postponed due to lack of time*
1. Long-term goals: what do we want to accomplish in GE in the next 5 years? *Postponed due to lack of time*