

Meeting Time 2:00-4pm

Location: L105

**Present:** Cindy McGrath **Chair**, Curtis Corlew, Chao Liu, Rebecca Payne, David Reyes, and Nancy Ybarra

**Absent:** Shiela Rodolfo

**Guest:** Jordan Neel (POLSC Student)

Meeting called to order: 2:05pm Location: L-105

## **CURRENT ITEMS**

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### **1. Announcements & Public Comment:**

None

### **2. Approval of the Agenda**

**Action:** Approved; unanimous

### **3. Approval of the Minutes from November 20, 2015**

**Action:** Approved; unanimous

### **4. GE Curriculum Review and Recommended Placement:**

- **POLSC-050 - Introduction to Comparative Politics**

**Action:** Approved; unanimous (Social Sciences)

This course meets all the GE Course Outline Evaluation Criteria:

1. **Higher Cognitive Skills** - The reading, writing and speaking with oral presentations all have examples of critical thinking skills components.
2. **Interdisciplinary** - The COOR incorporates social cultural, history, social movement, mass media, and political communications meets interdisciplinary.
3. **Critical and Creative Thinking** - Minor revision to the grid is needed; CSLO 3 quizzes checkbox is marked but not essays; believe the wrong box is checked. The critical thinking essays teaching/evaluation is awesome which includes critical/creative vocabulary. Application of critical thinking is part of the quizzes; clarification is needed from the author regarding the critical components of the quizzes vs. essays.
4. **Ethical Implications** - This course covers ethics GESLOs; page 3 table indicates ethical assessments: quizzes and reports; page 5 gives examples about the quizzes and essays; and page 6 and 7 explanation of the grading A/C levels.
5. **Worldview** - comparing the social economic changes to the different countries meets worldview; country report/presentation covers different global perspective and cultural backgrounds.

- This course meets the Social Science criteria

- Clarification is needed whether Professor Zimny would like for this course to meet ethnic/multicultural studies requirement. This course covers global, multicultural, ideology, cultural backgrounds, and ethics. Yet, this course is country specific and could be the reason for not satisfying meeting the requirement covering global perspective. If this course meets the requirement, students must be aware that this course will not satisfy both areas, Social Science and Multicultural; it can only be applied to one.

- **POLSC- Introduction to California State and Local Politics**

**Action:** Pending; unanimous - more information is needed on how worldview will be assessed. This course covers the GE Course Outline Evaluation Criteria:

1. **Higher Cognitive Skills** - supported within reading, writing, and speaking and presentations.
2. **Interdisciplinary** - This course supports interdisciplinary within the media, political, cultural, history, and geography.
3. **Critical and Creative Thinking** - this course requires students to formulate a critical/creative argument, built logically that's convincing from both sides of the issue.

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4. **Ethical Implications** - supported on pg. 3-4 embedded in CSLO 4; pg. 8-9 sample assignments provides ethical examples and assessment.
  - **Worldview** - illustrated on pg. 5 - field study project focus on contrasting experiences in East counties of Contra Costa from different visits at political committees. However, this course is limited to CA and depending on the project, this course lacks global perspective compared to POLSC-050. Clarification is needed to expand on the project global perspective and add more content described on page 6 about government entities with comparison to other countries that aligns with the three key points listed under GE Course criteria 3.

5. **GE Flex Proposal** -

The Flex schedule is not available ; more information about the GE Flex workshop will be provided once the calendar is finalized. Assistance is needed by the members to develop GE Flex presentation workshop; Rebecca and Curtis (depending on his work scheduled) agreed to help.

6. **GE SLO Coordinator/Committee Chair:**

**Action:** Approved; unanimous

The position announcement was reviewed and approved by the committee. TLC Chair and GE Coordinator term is ending Spring 2016. An announcement was developed based on the position paper job responsibilities and reassigned time assignment (RT) at 25%. The job commitment is for two years.

The committee Recommendations:

- Correct the title: CSLO/PSLO Coordinator (second paragraph/line 3)
- Correct grammar: replace the pronoun "they" with he/she (last paragraph)

7. **Calendaring the Spring: First and Third/ Second and Fourth Time Frame:**

The committee discussed changing the meeting to the 2<sup>nd</sup> and 4<sup>th</sup> Fridays, which doesn't align with the Curriculum calendar. GE needs to meet before Curriculum in order to assure that GE COORs are reviewed and approved before the Curriculum agenda deadline during the 3<sup>rd</sup> and 4<sup>th</sup> week. Consensus of the group, the dates/times are conveniently scheduled to meet 1<sup>st</sup> and 3<sup>rd</sup> Fridays from 2-4pm, based on set schedules for the Spring. It was suggested that the meeting could end an hour early at 3pm. A suggestion was made that minutes could be transcribed during the first hour, and during the second hour use a recorder. Another suggestion is to have meetings during 5<sup>th</sup> Fridays; however there are limited months with a 5<sup>th</sup> Friday. The Chair will review all possibilities and will send an email regarding the final meeting schedule.

8. **GE Faculty Survey: Final Draft**

Revised survey was shared with the committee based on the feedback from a previous meeting. The changes to the different areas were:

- A3 added "or have taught"
- B3 - replace choice options with four: extremely relevant, relevant, somewhat relevant and not relevant at all.
- B4-5 - changed the language; little / a lot
- B9 - changed choices
- C4 - added choices for MWF times and TTh added on the hour and .5 hour; and added language check all meeting times you can make.
  - The grid doesn't accommodate checking bi-weekly schedules; 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays.
  - Add 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> MWF (too long)
  - Add language: If your time is week specific indicate that in the comment section; an explanation of the bi-weekly schedule language is needed for clarity.

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Committee Feedback:

- Grammar change - B4 add the "or the most challenging to infuse"
- B5 and C3-comments change the punctuation mark to a period
- Page 5 what GESLO and why - change what GESLO would you add
- C5 comments change to - willing to take my turn
- C5 adjuncts response checkbox1 move to the first line to limit reading (change throughout)

The assessment model information will be added to meet accreditation requirement toward closing the loop. The plan is to send the survey before the winter break, leaving it open until the end of January, therefore having the data available by February. If the survey is not sent before winter break, it will be sent after the 1<sup>st</sup> week of January.

### 9. GE Assessment:

Continued from the previous meeting decision: Shiela shared video links (Ted Talks) that she uses in her communication class. The committee was asked to share information that they received after talking with colleagues about other video ideas (Ted Talks), and how to get different perspective from students:

- Onion parity video is a good one; there are other videos that are possibly not suited for completing the assignment. All the videos can be found via Ted Talks - Onion Talk.
- It was suggested to start watching videos at the meetings to determine useful ones, or send links to the committee, so they can start watching them outside of the meeting.
- The committee was asked to share any Ted Talks or find some short videos, and send the links to Cindy so that she can set it up for the next meeting.
- David shared his discovery of 100 best Ted Talks that's divided into different disciplines; arts/humanities, social science and others, and will send them to the members to look at offline in order to begin having a discussion about them.
- As a starting point for students to develop their own short videos, Ted Talks will be shared in class.
- Ted Talks will be used as an example, but a universal prompt will be crafted for students to frame their own unique Ted Talks. For example a prompt on Migration, then Social Sciences and Behavioral Science students can build multiple or one Ted Talk based on that prompt.
- It was suggested to develop a topic first. Two topic ideas were determined at a previous meeting: (1) Migration and (2) Change the World within your discipline.
- Using Google to research topics on how to change the world based on a problem like global warming or changing the world using art, there a lot of videos that can be shared with everyone.
- A handout was provided for the committee to discuss what happens after the videos prompts, which is developing choices to be measured; highly proficient, proficient, and not proficient.
- Last time with ethics, critical thinking, and reading/writing measurable rubric was based on the expectations of the packet that was provided to the committee. In thinking about the next component with oral (speaking), multicultural global, and perhaps reading; the intentions are to come up with statements criteria and create assessment guidelines that are highly proficient, proficient, or not proficient within the different categories of the GE criteria.
- In the past, the committee reviewed the assessment packet criteria and worked on proficiency guidelines to measure outcomes. After the prompts and rubric are created, people came to a consensus how to interrupt the information; the same will need to happen during the spring semester to structure a rubric that can be used during the fall.
- It was suggested to focus on the potential roadblocks in order to fulfill Ted Talks obligations, and how doable is this via computer labs and phones. It's best to test students and develop a trial run that would help the committee determine best practices and if the committee is not overreaching.
- Completing a trial run will help to norm the understanding of the rubric that's being created.

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- It's best to start now with creating a prompt that produces a video that can be evaluated based on standard GE criteria. It would be best to have a copy of what was used before to help judge them.
- Chao found information about taxonomy and will send out a link to the committee that will help develop structure of what works/don't work in regards to assessment provide with examples.
- An email was sent to the Biology faculty with no responses; however people that were asked in person did not have any new ideas, they just added on to the ideas previously developed. The Biology faculty concern is participation and topic. The concern is for the committee to frame the topics and develop uniformity that's connected to the type of information needed from students without using data. Faculty can use whatever course and adjust the content.
- In summary: the goal is to look at Ted Talks either on "how to change the world" or "migration" within the disciplines, and provide an example video (that could be lengthy) for students to watch that will guide them to create a short video presentation of themselves (4-5 minutes).
- It was shared that a college did this as part of their assessment. Students were recorded as entering freshmen and exiting seniors to determine their ability to speak effectively.
- LMC students used for the trial run, can be used as the examples for students to create their own Ted Talks. The committee would need to assure that students can complete the task being requested of them. Jordan (visiting student) shared he's capable of completing the task; he has prior experience with video capabilities.
- It was suggested to set-up a place/time to complete the video assignment or allow students to use a laptop in class. Standards are needed how the video recording will be performed. The hopes are for students that have completed GE classes can illustrate strong performance with this project.
- It was questioned what is the number of students and classes to complete the project, and what happens if 50% of the samples are deemed useful therefore distorting the results?
- The samples should include everyone, even those that have a basis with technology. The idea behind the video is to reach a group of students; and grade the videos to be used for assessment.
- In the past, the District Office provided selected random student ID numbers, which those students wrote samples, and then the committee graded them based on assessment rubric.
- This time around the use of technology was discussed in various ways how to complete the project; e.g. having videographer, require other students to record each other, or group students in pairs. Some colleges require video applications that are easy to complete and upload, but the problem is the sound quality. It was determined an instructional sheet will be developed to help students complete the video project provided they are given an area that captures good sound quality; remove environmental noise. Students can use their phone or computers that have a mic. Having test group will help determined the parameters for which technology method is best and easy to use. The committee focus is developing a topic and determining how to capture the video.
- It was questioned are the students allowed to be creative? It was determined the more creative then focus is shifted. The creativity should applied to the parameters of the assignment, and students should focus on their speaking ability and not creative filmmaking.
- The committee continued the discussion on resolving the video concerns; the consensus is that students should focus on the video position, speaking ability, and using software to fix the audio if needed. This is good prep for students taking public speaking in the future. Most classes have a speaking component, so this assignments will make for good practice.

**Informational:** Everyone was thanked by the chair for serving on the committee. Happy Holidays!

Meeting adjourned – 3:58 pm