

Present: Cindy McGrath, chair; Members: Curtis Corlew (Art Faculty), Robert (Bob) Moore (Science Faculty); Diwa Ramos (Math Faculty); Adrianna Simone (Ethnic-Multicultural Studies Faculty); Sara Toruno-Conley (English Faculty); Shondra West (note taker)

Absent: Ryan Pedersen (Management Representative)

Guest: Rikki Hall (Director of Admissions & Records),

Meeting called to order: 2:31 pm

Location: Zoom Online

CURRENT ITEMS

1. Announcements & Public Comment:

None

2. Approval of the Agenda

Action: Approved; unanimous

3. Approve Meeting Minutes February 10, 2021

Action: Approved with a correction; (M/S: Corlew/Ramos); unanimous

- Present section: Sara change designation from Math to English

4. GE Chair Announcement and Membership Update

- Adrianna's appointment as a GE member representing ethnic studies is pending AS approval.
- Cindy is developing the GE Chair announcement. The final draft copy will be reviewed by administration and academic senate as a reassigned position.

5. New ISLO Core Group and Relationship to GE

- Cindy reported that a new ISLO core group was established and she was asked to serve on it. She added that college discussions about instituting ISLOs have been ongoing for several years; Cindy provided historical background on how ISLOs were first established by TLP and their reasoning and how many of them were abandoned in favor of adopting GE SLOs as the college SLOs.
- In response to a question, Cindy explained that program-level student learning outcomes (PSLOs) are for particular programs/departments versus institutional student learning outcomes (ISLOs). In general CSLOs usually map up to PSLOs. In some cases, but not all, PSLOs map up to ISLOs. In the case of LMC, the GE SLOs are the college's ISLOs and courses contextualize them through their CSLOs. All LMC students earning degrees or completing a transfer package will meet the college GE SLOs as required by accreditation. But some low-unit certificates of completion do not automatically meet some of them. There was acknowledgement of that during the accreditation report and has generated conversations about whether to revisit/revise the ISLOs.
- Cindy provided context about the charges last year for the TLC and GE committees to update their position papers. TLC postponed updating theirs until GE completed the developments of the revised GE model last spring. The GE position paper approved by the Academic Senate (AS) recommended TLC involvement in developing descriptors for the reading, writing, and critical thinking SLOs that had formerly been GE SLOs. They were raised to Universal SLOs since all degree-applicable courses have to meet them and assessments of them will now be the responsibility of TLC. Furthermore, TLC and GE both have a dual reporting relationships: TLC to Academic Senate and Shared Governance Council and GE to Curriculum Committee and TLC.

- Although the first meeting of the ISLO core group meeting scheduled earlier in the day was postponed, Cindy shared the agenda with the committee to review and discuss meeting expectations and outcomes. Cindy asked for feedback from the committee:
 - Concern about redundancy and overlap between GE SLOs and ISLOs.
 - Understanding the difference between ISLOs vs. PSLOs. In the past the college offered five sets of ISLOs, including GE and developmental education, and some wondered whether these were part of the PSLOs or ISLOs. Cindy described the differences between ISLOs vs. PSLOs at LMC. She reiterated that LMC students earning degrees or completing a transfer package meet all the college GE SLOs. But some low-unit certificates of completion may not meet all of them. Depending on how ISLOs are revised, some certificates of achievement might meet more or all of them.
 - With the ISLO core group, will the GE committee become the gateway to develop the requirements? Additionally, do certificate programs have PSLOs?
 - Clarity if ISLOs will become a requirement for every course. The core group may determine this. Cindy explained the college offers stand-alone courses that don't map to programs, but to the GE SLOs instead.
 - Question if core group will report to SGC.
 - Clarification is needed whether revising ISLOs would address closing the gap with certificates of achievement.

6. GE Curriculum: Tech Review Process Going Forward

Cindy created a draft of the GE technical review of course outlines. At the last meeting, the committee agreed that all members should participate in the curriculum review process instead of it being the sole responsibility of the GE chair. Cindy shared a document with the committee to seek their feedback. A change with the process would be that the GE Chair would assist GE members with implementing the tech review process. Cindy explained that in the draft as written tech review teams would be determined at the beginning of each semester and based on the number of committee members and their discipline representation. The draft structure:

- Team 1 – Human Communication + Information Literacy
 - Representative for this Area C, D1, and D2b
- Team 2 – Ethical Insight and Diverse Perspectives
 - Representative Area B social and behavioral science & multicultural studies
- Team 3 – Quantitative Reasoning and Scientific Inquiry
 - Representative Area A & D2a natural sciences and math comprehension

Cindy said that to ensure the equitable distribution of courses to evaluate, the draft allows for adjustments to teams for membership vacancy and unbalanced workload. Cindy also explained the eLumen tech process involves assuring each GE course integrates the appropriate GE SLO into one or more of the CSLOs and that there is at least one sample assignment to measure the GE SLO outcome/s. She also explained how to leave tech review comments in eLumen for faculty when evaluating courses (Tab 1). She asked committee members if it would be helpful to provide sample comments as a template for the teams. The committee also discussed the formatting and placement of the comments for the author submitting the course. Cindy asked the committee for further feedback that's helpful with tech review process:

- Write out eLumen instructions and develop a workflow chart

7. **GE Model Implementation and Faculty Packet**

- Cindy followed up on the previous meeting discussion and reported she had received feedback from the committee concerning the GE Model implementation and faculty packet. A substantive change to the GE SLO 4 descriptor involved revising the and/or statement.
 - The committee agreed to add the word “singular” to the statement “avoid a narrow American or singular cultural perspective.”
 - The committee discussed revising it to “avoid a narrow American or cultural perspective.”
 - The committee agreed to include a positive statement such as “strive to include a singular American cultural perspective.”
 - The committee agreed to change the second sentence to “inclusive consideration of diverse cultural and/or international development, patterns, and trends.”
 - The committee considered removing “centrism” to “nationalism” and agreed on American centric.
 - The committee discussed changing the statement further to read “inclusive consideration of diverse cultural and/or international issues that American share around the globe...”
 - The committee discussed removing “that” as a reference to both application of diverse cultural and/or international issues. Cindy revised the statement based on the committee feedback.
 - The committee further discussed American centric as being a noun and will consider changing it to American perspective. This is a discussion for the next meeting.

8. **GE Goals** Tabled

Meeting adjourned at 4 p.m.