

Present: Cindy McGrath, Chair; Iris Archuleta, Curtis Corlew, Ryan Hiscocks, Ryan Pedersen, Anthony Perri; Shondra West, Note-taker

Absent: Nikki Moultrie, Nancy Ybarra,

Guest: Julie Von Bergen

CURRENT ITEMS

Meeting called to order 2:37 pm Location: L-105

1. **Announcements & Public Comment:** First meeting welcome

2. **Approval of the Agenda**

Action: Approved; (M/S: A. Perri/I. Archuleta) unanimous

3. **Approval of the Minutes from Date 5/9/2019**

Action: Approved as amended; (M/S: R. Hiscocks/A. Perri) one (1) abstention I. Archuleta; motion carried

Update wording page 2: student success is instrumental...

4. **Curriculum Review**

COOR Evaluation Assignments

- Reading, writing and speaking - Iris Archuleta and Nancy Ybarra
- Interdisciplinary - Cindy McGrath
- Critical and Creative Thinking - Cortis Corlew
- Ethics - Anthony Perri and Ryan Pedersen
- Worldview/Global Perspectives - Ryan Hiscocks

GE Course Outline Review (COOR) Review

Art 16: Asian Art History

Action: Approved with recommendation; unanimous

Recommendation; review assessment instrument and museum evaluation section as meeting ethics criteria (CSLO4). Remove the duplicated GESLOs statement in the PSLOs section and possibly replace with the department AAT PSLOs.

GESLO1 (reading, writing, speaking) – this course contains group presentation, reading assignments, oral exams requires speaking, Cornell notes, and writing projects.

GESLO2 (interdisciplinary) – the course description covers integrated interdisciplinary survey of art; the COOR CSLOs focus on studies/assignments related to cultures, civilizations, politics, religion, architecture, ethics, philosophy, public relations, etc. The nature of the course is interdisciplinary. The sample essay questions embeds interdisciplinary studies (contemporary India, gender-based crimes, gender prejudices and ethical legal system). In addition, assignments include the integration of interdisciplinary studies.

GESLO3 (creative and critical thinking) – the course creative design require students to model cultural work of art from the periods they are studying, create a project that self-expressive personal work that mimic the methodology of art they choose to study in depth that requires academic research and

creative thinking. Critical thinking infused in essays and oral exams; require analyzing problems for social connections that show an appreciation for the similarities and differences, compare/contrast sculpture examples, discuss cultural traditions, and open mindedness to appreciate western culture. Expresses critical/creative understanding of the pedagogy.

GESLO4 (ethics) – integrated in the COOR as identified in the grading assessment for CSLO4. The museum evaluation covers ethics, but the ethics grading assessment checkbox requirement is blank.

GESLO5 (worldview) – Catalog description covers aspect of cultures and civilizations; the COOR covers collision of east and west, implications colonialism, references to context history, contexts in aesthetics, cultural characteristics is theme throughout the COOR. In addition looking at different countries and religious practices.

Expected GE Courses for Fall 2019

- Cindy reported that the Office of Instruction provided a list of the number of recently approved new courses over the last two years.
- Cindy will retrieve another list to determine the number of courses updated vs. outstanding during cohort year one and two to project GE workflow this fall. For any new courses, or courses needing revision this academic year (2019-20), the deadline is Nov. 1 for curriculum approval. Title V requirements states every five years courses require revision. As a result of the Curriculum Committee suspending course review in Spring 2020 for the ELumen project, the GE Committee may experience more courses than usual coming through by Nov. 1 this fall. If this occurs, the Nov. 13 and 27 GE committee agenda may see an increased number of new and revised GE courses to review.

5. Strategic Enrollment Management (SEM)/Guided Pathways Plans (GPP)

- GPP self-assessment is due, which focuses on guided pathways (GP) institutional practices in place. Needed is GE feedback regarding the role and assessment in relation to GP.
- SEM team are developing a SEM plan to include the following three strands:
 - i. **Student experience**: Identify the student experience from a variety of aspects related to accessibility to services, e.g., admissions and enrollment, financial aid, counseling, etc.
 - ii. **Process and procedure**: How to conduct business — administrative pieces and how it affects students; re-envisioning the process to remove the challenges that students encounter, e.g. scheduling class times to create flexibility and availability.
 - iii. **Fiscal stability**: With the new Student Center Funding Formula, the focus is not just around collecting money based on FTES, instead it should include degree/transfer completion while maintaining sound fiscal operations to provide resources for the college.
- GP self-assessment and action plan due March 2019. The plan will include GP work completed in the past and future. Pillar break-up groups (subcommittees) were tasked with brainstorming information, innovating approaches, researching, and visiting to other colleges.
- SEM's goal is to create an enhanced experience for students while reducing the time to earn a degree/transfer through a holistic approach to the problem that included broad campus

participation. Sixty units is the degree requirement; however, some students complete more than sixty to finish e.g. sciences depth and breadth of the program offer a multitude of degree/transfer opportunities. The challenge is coming up with a solution to minimize the problem of excess units. It was pointed out that some universities may accept some excess transfer units to help student complete bachelors requirements in a shorter timeframe. Additional research is needed to determine the number of maximum transfer units accepted for degree completion at a different four-year transfer institutions, including private colleges. Knowing this information will help to determine if students completing excessive units at community colleges is beneficial (cost-effective to the student) vs. university requirements to complete a certain number of units at the transfer campus.

- Julie shared degree completion data from the last two academic years: 2017-18 vs. 2018-19. The most common degrees of completion are through the LMC GE path compared with CSU GE and IGETC. Disaggregated data by major is needed to determine the types of degrees awarded. CSU GE and IGETC represent the transfer degrees awarded.
- GE committee discussed involvement with assisting GP. Currently, subcommittees are working on the four pillars with a manager/faculty lead on the following pillars; Enter the Path, Stay on the Path, Clarify the Path, and Ensure Learning. TLC involvement is tied two areas: Clarify the Path and Ensure Learning. GE's focus on students satisfying the GESLOs aligns with pillar Ensure learning; clarifying the list of LMC GE courses that meet different category and transfer requirements aligns with pillar Clarifying the Path. The GE committee can provide GP feedback regarding the different GE patterns. It was pointed out that when the model was originally created in the early 1980s GE choices were prescribed giving students less choice. The 1990s GE revision opened up the GE curriculum to offer students more GE choices. It seems that the approach to Guided Pathways is to revert to a more prescribe curriculum. That could limit creating new GE course in the future, or at least change the focus on what is created.
- The state requires a minimum of 18 GE units. But at LMC English and Math are considered competencies, so we have only 12 units of GE courses embedded with the GE SLOs.
- Scheduling GE at different times frames and among the types of classes offered within disciplines offers students variety of options (stagger).
- Certain programs expressed expansion of new classes based on the type of degrees/transfer e.g. biology public health classes. An option, develop a backward design.
- Consider industry, technical, transfer, and student needs to determine course offerings.
- New funding formula — consider offering non-credit to receive apportionment.
- Committee discussed community college goals as both an academic and a CTE institution
- Clarity needed for students about courses taken to meet degree and certificate requirements that do not transfer vs. those that do transfer.
- Enrollment management drives building the schedule of courses.
- Consider private university requirements (Stanford and Harvard) which primarily focus on GPA/oral interview, and not GE completion.

6. GE Reimagined

- Focused Flex debrief — positive feedback from attendees. One recommendation was to clarify the problem and offer a campus-wide discussion about the problem; the exercise on planning a student schedule illustrated the complexity involved in selecting class offerings; faculty expressed a new appreciation for counselors in helping students through the complexities of scheduling to meet their educational goals. It was shared that some students opt to transfer without associate degrees as a result. A recommendation to capture these students requires rethinking and restructuring the GE model to align transfer requirements with local degree requirements. There is value for the college when students receive local degrees, as well as, value for students. They include degree information on their resumes. The committee reiterated that ever-changing times have created more course offerings for students to choose from, compared with when degree/transfer paths were more restrictive a few decades ago.
- Cindy shared a copy of a 2016 GE survey draft that was never operationalized and can serve as a starting place for a new GE survey to gather data to inform the current model revision. She asked for feedback of questions to be added, deleted and revised by Sept. 25

7. 2019-20 Goals - Tabled

8. Future agenda items - Tabled

Meeting adjourned 4:07 pm

Upcoming meetings: Second and fourth Wednesdays of the month from 2:30-3:55p.m.

Library Conference RoomL-105

Fall 2019: Sept.25, Oct. 9, 23; Nov. 13, 27; Dec. 11

Spring 2020: Feb. 12, 26; March 11, 25; April 8, 22; May 13