

Present: Cindy McGrath, Chair; Iris Archuleta, Curtis Corlew, Ryan Hiscocks, Nancy Ybarra, LMCAS:
Rochelle Note Taker: Shondra West

Absent: Ryan Pedersen, Anthony Perri, Nikki Moultrie,

Guest: Marie Arcidiacono Kaufman and LMCAS: Rochelle

CURRENT ITEMS

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

1. **Announcements & Public Comment:**

Ryan H. shared that no applications were received for the GE position

2. **Approval of the Agenda**

Action: Approved; unanimous

3. **Approval of the Minutes from Date 10/9/19**

Action: Approved with correction (M/S: Hiscocks, R. / Corlew, C.); unanimous

4. **Curriculum Review**

SPCH-120

Revisions to the course include specific detailed information regarding GESLO 4 and 5 as recommended by the committee at the 10/9/2019 meeting. Marie Kaufman, department chair, shared CSLO2 ties to GESLO5 topics covering global/domestic issues. Additionally, students will explore social, political and economic inequities; give speech modeled on competitive domestic/international extemporaneous speaking events; identify various cultural and diverse standpoints in the world and, when judging philosophical issues, be mindful of different cultural worldviews.

Action: Approved; unanimous

Art 6, 7, and 8: The committee reviewed the COORs as a bundle because of their parallel structure.

Action: Approved (M/S: Corlew, C. /Hiscocks, R.); unanimous

GESLO1 (reading, writing, speaking) – Passed. The CSLOs and methods of evaluation reference reading, writing, speaking assignments. Students complete Cornell notes as the reading assignments, written responses via essays, museum evaluations, course project, and final exam; speaking via oral presentations and group work. Cornell notes is explicit reading comprehension for GE courses.

GESLO2 (interdisciplinary) – Passed. This course is interdisciplinary by nature covering governmental, political, economic, religious, and military interrelationships, and students demonstrate their approach to art historical methodologies to solve problems.

GESLO3 (creative and critical thinking) – Passed. The course assessments contain information about the creative and critical assignments in which students are required to think critically, ethically, and creatively, analyze problems from an interdisciplinary perspective.

GESLO4 (ethics) - Passed. The COOR embeds ethics throughout, specifically in terms of the assignments that require students to think ethically about works of art, e.g., sample essay question 1.

GESLO5 (worldview) – Passed. Worldview perspectives covered in CSLO5 aligns with GESLO5 as well as the assignments and assessments. Course covers topics about Ancient Egypt, Africa, race, ethnicity, Marxism, etc.

HUMAN 19, 20, 21: The committee reviewed the COORs as a bundle because of their parallel structure.

Action: Approved (M/S: Corlew, C. /Archuleta, I.); unanimous

GESLO1 (reading, writing, speaking) – Passed. This course contains reading, writing, speaking as part of the essay exams, reading conversations, Cornell notes, and final presentation/debate; the assessments specifically provides assignment rationale for meeting the criteria.

GESLO2 (interdisciplinary) – Passed. The course disciplines — humanities, philosophy, literature, art history — meet the criteria; additionally, interdisciplinary is embedded in the content and assignments, the discussions cover religion, mythology, music, and art.

GESLO3 (creative and critical thinking) – Passed. This course contains extensive creative/critical thinking connections via the assignments, assessments, and A/C level work.

GESLO4 (ethics) – Passed. This course covers ethics, e.g., reading conversation prompt speaks to the role of ethics and/or morals in warfare (if any); and ethical debates are within the final presentation.

GESLO5 (worldview) – Passed. The course is well design to meet the criteria with explicit examples about worldview via the CSLOs, assessments, consideration of humanity, and A/C level work; additionally speaks about culture and economic philosophy.

MUSIC-012: Popular Music in American Culture

Action: Resubmit with recommendations; CSLOs listed are missing connections to GESLO 4 & 5. This may be a cut and paste issue, since the current COOR contains them. If it is nota cut-and-paste issue, revise the three listed CSLOs to address GESLO 4 & 5.

GESLO1 (reading, writing, speaking) – Passed. This course covers a sufficient amount of writing via the term paper, recording review, concert reports; and reading and oral presentations covered in the CSLOs, assessment, method of evaluation, and course content.

GESLO2 (interdisciplinary) – Passed. Students are required to write, research, and discuss cultural, political, economic, historical environments with retrospect to artistic movement.

GESLO3 (creative and critical thinking) – Passed. The course assessment instruments cover creative and critical thinking; additionally, method of evaluation, and course content.

GESLO4 (ethics) – Missing from the new COOR (exists in the current one).

GESLO5 (worldview) – Missing from the new COOR (exists in the current one).

PHIL 100, 120, 140, 150: The committee reviewed the COORs as a bundle because of their parallel structure.

Action: Approved (M/S: Co Archuleta, I. /Hiscocks, I.); unanimous

GESLO1 (reading, writing, speaking) – Passed. Reading (30%), writing (45%), and speaking (25%) assignments are required. The course assessment instruments provide extensive examples.

GESLO2 (interdisciplinary) – Passed. The courses cover contemporary moral, political, and social issues via the writing and reading assignments and class activities; gender, race, age, and sexual orientation.

GESLO3 (creative and critical thinking) – Passed. This course covers critical engagement, analyzes theories and critically evaluates them.

GESLO4 (ethics) – Passed. Ethical issues and arguments are expressed and evaluated, and students are required to determine their effectiveness.

GESLO5 (worldview) – Passed. This course covers global and local communities; ask student to engage in critical assessments of a pluralistic world. Students are required to draw from diverse viewpoints across cultures and traditions.

5. **Revising the GE model**

Cindy provided an update regarding the GE revision model process. She reported that she met with the BIOSC department and their feedback was generally consistent with that of Dennis Gravert, Physical Science Department Chair, when he came to the GE meeting to share his perspective regarding changing GE requirements. The consensus was that more flexible model in which courses meet three out five GESLOS and/or more flexible wording of the GESLOs would allow them to "GE" more of their courses. Cindy suggested possibly revising the worldview section to include global perspective, such that the sciences could meet the requirement based on human impact on the world. For example, what is the human responsibility to all living species on the planet? Other suggested options for revising the GESLOs include: remove or revise worldview; add an "and/or" — diversity and/or global perspective, with additional explanations for the sciences to see how they can comply. Revising the GESLOs wording and/or going to a three-out-of-five GE model will allow the sciences, bioscience and physical science, to add more courses to the LMC GE model.

Cindy said she will also meet with the Math department to gain their perspective. She also reported that English would like to speak with the GE Committee about reading/writing across the curriculum for non-English departments to meet GESLO 1.

Additionally, changing the model to allow courses to meet three-out-of-five GESLOs may streamline the GESLO assessment reporting process for some departments. With the coming implementation of eLumen, the algorithm design includes an assessment-reporting component, which also may help faculty map GESLOs. It may also track and house the data instead of requiring faculty to compile it.

Cindy also updated the committee regarding a new accreditation standard requirement for information competency. The committee has been discussing the possibility, off and on for a few years, of replacing the interdisciplinary GESLO with information literacy. This will come back as a future agenda item as we revise the GE model. But in the interim, we have an accreditation report to write so she asked the committee to think about whether students currently meet the information competency standard (IC) through a combination of GE student learning outcomes (GESLOs 1, 3 and 4): reading and writing, critical/creative thinking, and ethics. For example: understanding the difference between recognizing fact/opinion; identifying where information originated how was it funded to determine its reliability.

Another issue was raised: quantitative reasoning is also required by accreditation, but it is not part of the GESLOs. GE and TLC will need to examine this further. Currently, students who either transfer or earned degrees meet quantitative reasoning by taking Math. But students who earn some certificates may not meet this requirement. Nancy explained that ACCJC requires all institutional programs, including CTE certificate programs, to meet the following: communication, information and quantitative competency, analytical thinking, ethics, diverse perspectives. Nancy suggested we could ask CTE

programs to complete a form showing how their state-approved certificates meet these requirements using their PSLOs. Then we can see where the gaps reside.

Going forward we could also consider adding ISLOs as another way to satisfy the competency requirements outside of the GESLO model process. Overall, the committee will need to determine a path forward: adapting GESLOs and/or adding ISLOs. The conversation will continue at the next meeting.

Cindy reminded the committee members to submit their GE survey feedback.

6. **Spring 2020 meeting schedule: Tabled**
7. **2019-20 GE goals: Tabled**
8. **Future agenda items: Review ACCJC standards and information competency.**

Meeting adjourned 4:17 pm